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ABSTRACT

This second series of presentations was designed as a sequel to the first (see related note), which established the foundations for career education relative to adolescents with handicapping conditions, particularly mental handicaps. This series, consisting of five separate papers, begins with the sequence of steps that follow from that base, i.e., classroom practices, counseling and evaluation, job placement, and training on the job. "Career Education in the Classroom" by Nancy Pollard takes some of the broad elements of career education and makes specific suggestions for their implementation in the classroom. "Career Counseling for Handicapped Persons" by Paul R. Salomone relates the theoretical underpinnings of career counseling to the particular needs of the handicapped person. "Prevocational Evaluation of the Handicapped Adolescent" by Gary M. Clark systematically analyzes various prevocational evaluation approaches (mental testing, job analysis, work sample, and situational assessment) and suggests concurrent cautions, limitations, and advantages in their use. "Job Placement: How to Approach Employers" by James S. Payne deals with the issue of job placement and includes recommendations for the analysis of job sites, employers, and "sales" techniques. "On the Job Training" by Joav Gozali concludes with a synthesis of one's relationship to the world of work and implications for placement and growth through conflict in productive activity. (SH)

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COLLOQUIUM SERIES
ON
CAREER EDUCATION FOR
HANDICAPPED ADOLESCENTS

1977

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CONTENTS

INTRODUCTION III

Robert L. Carpenter, Assistant Professor, Special Education Section, Purdue University

CAREER EDUCATION IN THE CLASSROOM 1

Nancy Pollard, Assistant Professor, Special Education Section, Purdue University

CAREER COUNSELING FOR HANDICAPPED PERSONS. 30

Paul R. Salomone, Professor, Division of Special Education and Rehabilitation, Syracuse University

PREVOCATIONAL EVALUATION OF THE HANDICAPPED ADOLESCENT 58

Gary M. Clark, Professor, Department of Special Education, University of Kansas

JOB PLACEMENT: HOW TO APPROACH EMPLOYERS. 88

James S. Payne, Professor, Department of Special Education, University of Virginia

ON THE JOB TRAINING. 120

Joav Gozali, Associate Executive Director, Jewish Vocational Services - Milwaukee

INTRODUCTION

One of the more neglected concerns in the field of special education, in terms of conceptualization and research, as well as practice, is the continuing preparation of the adolescent and young adult for life beyond schooling. As the importance of formal education in one's life diminishes, and the challenge of personal contribution emerges, many people, particularly people with handicapping conditions, find themselves desperately without skills, or even an orientation, that would enable them to engage in useful work or living.

Unfortunately, it is difficult to imagine our society valuing any people whose potential for accomplishment and productivity are severely diminished, regardless of whether or not it was their education that failed to prepare them to that end. And it is difficult to imagine an individual who could truly value him/herself without the confidence that they were prepared to engage in satisfying, productive activities throughout their lives.

The basic concepts of career education represent beginnings to meet this preparational void. These concepts focus on the central importance of productive human activity and how this activity lends economic, societal, and psychological meaning to

one's life. Career education emphasizes that the precursoral attitudes and understandings about productive activity must be learned from a very early age, and sustained throughout life. The educational sector of our society must adapt itself to meet these needs. This collection of presentations represent one part of what is felt to be a unique thrust at dissemination of the most recent thinking regarding career education for handicapped adolescents. Each selection in this monograph is the text of videotape presentation shown through the Indiana Higher Education Telecommunication System (IHETS). This second series was designed as a sequel to the first (Blackburn, 1976) which established the foundations of career education relative to adolescents with handicapping conditions. This series begins with the sequence of steps that follow from that base, i.e. classroom practices, counseling and evaluation, job placement, and training on the job.

Dr. Nancy Pollard's paper takes some of the broad elements of career education and makes specific suggestions for their implimentation in the classroom. Her suggestions stem from many years of experience with programs for handicapped adolescents in public schools and special education centers.

Dr. Paul Salomone relates the theoretical underpinnings of career counseling to the particular needs of the handicapped

person. His treatment of this specific counseling process provides a perspective of the vocational counselor in the movement of an individual towards productive activity.

Integral to the counseling process is the use of evaluational measures of an individual's capacities for varieties of work and activity. Dr. Gary Clark systematically analyzes various prevocational evaluation measures and suggests concurrent cautions, limitations and advantages in their use.

Dr. James Payne deals with the issue of job placement in a refreshingly different style. His recommendations for the analysis of job sites, employers, and "sales" techniques reflects a practical understanding both of the problems inherent in placement, and an insider's knowledge of the motivations of employers.

Lastly, Dr. Joav Gozali concludes with a unique synthesis of one's relationship to the world of work and its implications for placement and growth through conflict in productive activity.

This project was made possible through a grant from the U.S. Office of Education, Bureau of Education for the Handicapped, and executed by the Department of Education and the Telecommunication Center of Purdue University. My special thanks go to Mr. John Strathman, producer/director of the television series,

his production crew, and Ms. Linda Smith, script and manuscript typist.

R.L.C.
April, 1977

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Blackburn, G.M. (ed.) Colloquium series on career education for handicapped adolescents. Unpublished manuscript, Purdue University, 1976.

Career Education in the Classroom

Nancy Ellen Pollard
Purdue University

In examining some of the ways in which career education can be implemented in the classroom, it seems almost impossible to cover everything that we, as teachers, can do. Rather than try to give a "cookbook" of activities that is appropriate for every class and every type of child, I at least want to relay a few ideas and, perhaps, you will see how easy it is to incorporate career education into your classroom if you have not already done so. To me, it is an exciting aspect of education and I would like you to share my enthusiasm. However, before we get down to "how to do it" it is important to know why we do it and what it is.

First, let's look at the why. Why did career education come to be? You are all familiar with the word accountability. Well, career education was closely related to the demand for accountability in education (Hoyt, Evans, Mackin, Mangum, 1974). As increased amounts of money were being poured into education, parents and taxpayers wanted to see tangible results. They wanted to know that students in our schools were being prepared to engage in some meaningful activity after they graduated. Since the majority of the adults in our society work, career success or preparation for work was a concept with which most

people could identify. However, it seemed that many of our graduates were not prepared for work. Many had very few marketable skills. Also, students began dropping out of school in record numbers. It appeared that these dropouts saw no purpose for continuing their education because it was neither relevant nor meaningful.

Closely allied to these events was what I like to term the "college craze". All of a sudden it appeared that the main thrust of education was to prepare students for further education--namely college. There developed a false dichotomy in the educational system between what we commonly think of as "academic education" and "vocational education". A student enrolled in one program or the other, but never both. Naturally, those students who thought that they were college bound chose the academic program. And, since going to college became the thing to do, more and more enrolled in such programs. Yet, it was demonstrated in the early 70's that only three out of every ten graduating seniors were actually going on to college (Hoyt et al, 1974). And what happened to the other seven? For the most part, they were not prepared to enter the working world. Some joined the ranks of the unemployed. Other traveled from one job to the next, searching for their place in the world. Some eventually returned to a community college, technical school, or adult education program once they had decided on specific career goals. But in many instances previous years were wasted. Even with those who went on to college, it appeared that very few knew what they wanted to do with their lives. They seemed to know very little about the career options that were available.

Their career goals were rather vague, to say the least. Just think of the number of students who changed their major two, three or even four times during their undergraduate years.

All of these factors--accountability, the high number of dropouts, the unemployable graduates, the college craze, and the frequent changing of majors pointed to the need for a more pragamatic educational program. Thus, career education emerged as a concept whose time had come.

Now, what is career education? In essence, it was an attempt to impress upon educators that preparation for life's work, which had always been an objective of education, deserved a higher priority among the objectives of education (Marland, 1971). Furthermore, it was to demonstrate that the artificial gap between vocational and academic education could be bridged. The concept of career education was initiated in 1971 by Dr. Sydney P. Marland, the then Commissioner of Education. Dr. Marland (1971) described career education as a concept that says three things. First, that career education was for all students--the handicapped and nonhandicapped, those going on to college or technical school, as well as those entering competitive employment, or the sheltered workshop. Second, career education would continue throughout a youngster's stay in school, from kindergarten through grade twelve and beyond. This second aspect was to help educators rid themselves of the false notion that students begin to pre-

pare for a career at the secondary level or later. The third concept was to be a culmination of the first two, namely that every student leaving school would possess the necessary skills to give him or her a start in making a livelihood. Notice, Dr. Marland said a start. He realized, just as we do, that it is impossible to equip every child with every skill that he or she would need to succeed in their chosen career.

In order to make sure that these concepts became realities and to fit career education into the existing educational structure, career education has been divided into different stages or phases. The diagram in Figure 1 may help to explain. During the early elementary school years, career awareness and self awareness are to be emphasized. Students at this stage are supposed to acquire positive attitudes toward work, toward all levels of occupations, and toward themselves as prospective workers (Clark, 1974). The intent is exposure to the world of word in general. The child begins a self-assessment of this or her own capabilities and preferences, but no attempt is made to train the child for a specific career. At the upper elementary level career exploration takes place. Students begin to carefully examine several occupational clusters or specific job areas. This is a time for hands-on experiences which may be simulated within the school, or in an out of school setting (Klinkhamer, 1973). Then at the senior high school level, the choice of a career and implementation of that choice are the focus. An attempt is made to merge both the academic

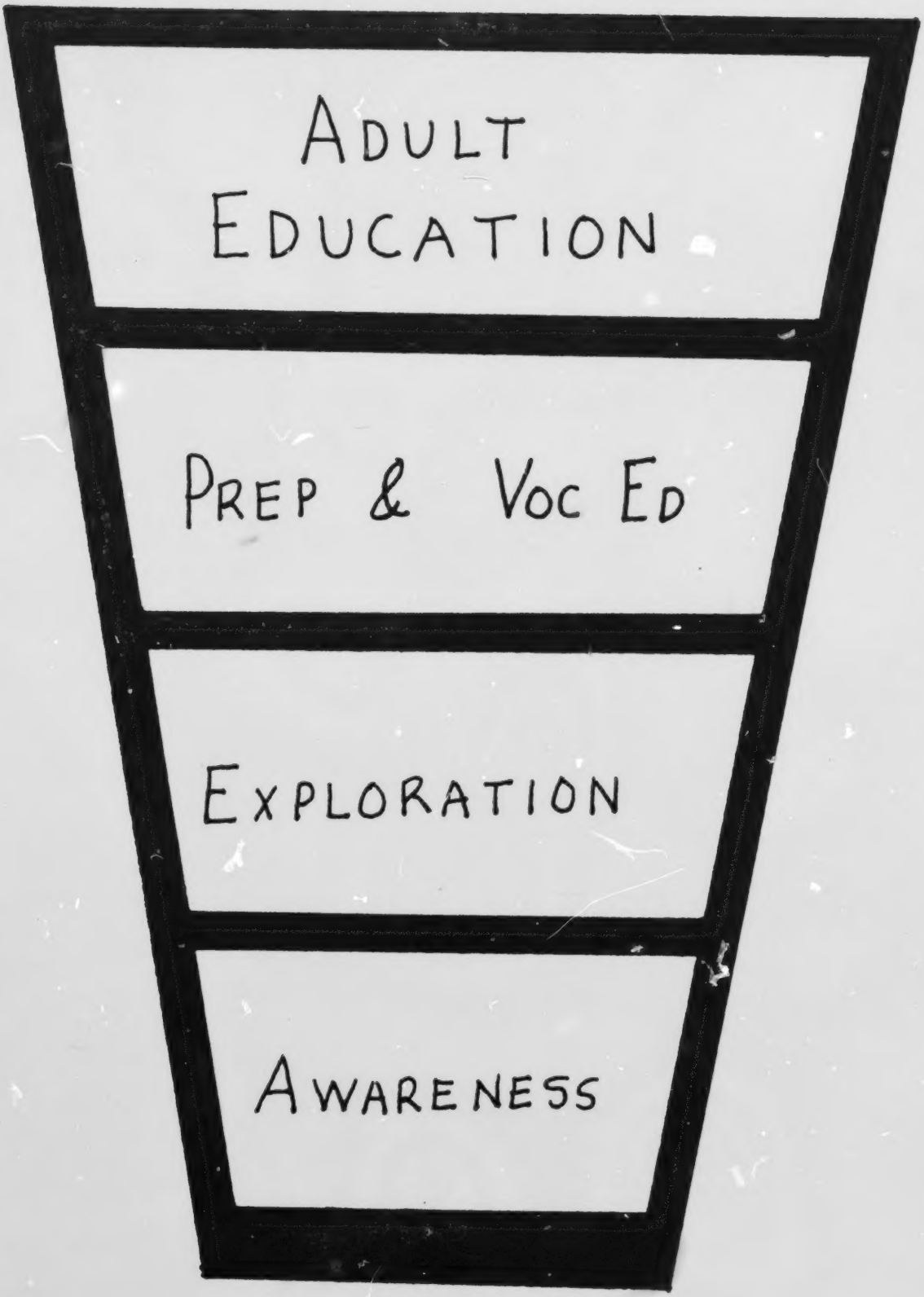

Fig. 1
STAGES OF CAREER EDUCATION

and vocational curricula. The goal of this phase is to provide each student with an entry-level job skill, whether or not he or she intends to continue on to post-secondary education (Hoyt et al, 1974). In other words, the training becomes very specialized. Students also begin to consider whether because of their career choice they will attend a four-year college, community college, technical school or participate in work experience programs. Advanced career preparation or adult education takes place at any chronological age and includes specific training in a university, technical school, etc. Specific career choices usually dictate which form of higher education is the most appropriate. In addition, this phase may help to meet an individuals needs for additional basic education, or in some instances, to provide retraining for a new career.

However, if we really think about it, this graded ladder may be inappropriate. You see, it makes one think of the stages of career education as a lock-stepped pattern that takes place at certain grade levels, when in reality we really enter and exit these stages many times throughout our life-times as our interests and needs change. And for those of us who teach children with varying disabilities, we may find that our children pass through these stages at very different times, not necessarily the chronological ages indicated by the grade levels. Thus, the grades have been omitted on this scheme. What is important, is that we know that there are stages, and that we guide the children whom we teach through these stages.

In summary then, career education is not only preparing for a job; rather it includes all of the following: it has to do with preparation for some type or types of work; an orientation to the world of work; and exploration of alternate career choices, as well as actual job acquisition. And to these, Kenneth Hoyt (1974) has also added preparation for leisure activities and volunteer work.

At this point, let's clarify some misconceptions that have hindered the development of career education for all children. First of all, career education is not vocational education with a new name. Unfortunately, much of the literature that purports to explain career education only helps to perpetuate this misconception. That is, many of the programs discussed under the guise of career education, particularly in special education, are really vocational education programs. Yet vocational education is only one aspect of career education--namely, that aspect which deals with the development of specific occupational skills (Clark, 1974). Remember it was only one phase of the stages of career education, and a very small portion of the entire educational process. In other words, you are not all expected to become vocational educators in order to carry on career education in your classroom. Furthermore, career education is not a movement to replace academics, or the traditional curriculum areas (Clark, 1974). Rather, the purpose of career education is to invigorate academic subjects by stressing their practical

aspects (Clark, 1974). In fact, Texas has developed one program called a USERS MODEL (1973) which demonstrates just how this can be done. The manual is divided into four levels that correspond to the different stages of career education--Awareness, Exploration, Investigation, and Application. The manual contains suggested activities which develop concepts such as What Work Is, Why Work, What You Do In This Work, and so on. For each activity there is a suggested developmental or grade level as well as one or more suggested subject areas, such as Math, Language Arts, History, etc. In other words, you may continue to teach reading, writing, arithmetic, and social skills. However, what you are being asked to do as a teacher is to point out to your students the way in which these subjects are used by people in the working world. For example, in a language arts lesson, students may read the want ads and thereby develop the skills of using a newspaper and understanding abbreviations. In a later lesson they may write letters of application and then role-play an interview. Communication skills are still being learned, but the students begin to realize that they are related to their life after schooling--namely work.

The last misconception, especially important for special educators is that career education is not only for one specific disability population, even though much of the published literature singles out programs for mentally retarded individuals. My advice to you is look at more than just the specified population; study the ideas contained within the

literature, even if the author said mentally retarded, blind, or emotionally disturbed; then adapt the ideas for your particular group of children.

Now that you have some ideas of what career education is and what it is not, let's examine career education and its place in the education of children with varying disabilities. Some of you may already be saying to yourselves, "I have been teaching that way for years. I always stressed the functional aspects of the curriculum areas, but I never called it career education." You are probably correct because many of the concepts of career education have been supported for years by special educators (DeProspo, Hungerford, 1964; Kirk and Johnson, 1951). However, although we have supported the concept, it appears that only recently has the educational system begun to view employment as an important goal for disabled individuals. In fact, Dr. Ed Martin (1972; 1974) of the Bureau of Education for the Handicapped, has given us what I think are alarming statistics. He estimated that in 1969, of the half-million handicapped young men and women who left our schools, only about 1/3 or 150,000 were given any type of program that could be described as career education. Furthermore, it has been predicted that if the students currently enrolled in our special education programs are not given some type of career education, only 21% of them can be expected to be fully employed or go on to college. The remainder will be underemployed, unemployed, or totally dependent. Certainly factors such as attitudes of employers and employees as well as architectural

barriers account for a portion of these statistics. However, we who are educators must also examine our school programs to determine if, in actuality, we are designing educational programs that will prepare students for college, competitive employment, sheltered workshops, etc. In fact, now more than ever before, this is a mandate. With the new PL94-142. The Education of All Handicapped Children Act, everyone involved with the education of handicapped children--teachers, administrators, parents, and in some instances the pupils themselves--are being asked to prepare an Individualized Education Program (IEP) for every handicapped child in school. That program, as you probably well know, must include the short and long range goals of the educational process. Certainly we owe it to the children to include in their educational plans those objectives and instructional activities that will prepare them to cope effectively after their years of compulsory education. That is, they too need skills that will prepare them to enter college, technical schools, competitive employment, sheltered workshops, as well as skills that will help them function effectively and meaningfully in the home. They need career education.

The Bureau of Education for the Handicapped considers career education so important that it has stated as one of its five major objectives ". . . to assure that by 1977 every handicapped child who leaves school will have had career education that is relevant to the job market, meaningful to his career aspirations, and realistic to his fullest

potential (Martin, 1974). The key words then are relevant, meaningful, and realistic.

Now what can we, the teachers, do to help that objective become a reality. In other words, "how do we do it;" because if we don't our students will never get it. If career education is to be relevant, realistic and meaningful, this implies that those of us who are teachers already understand and know what is happening in the world of work. That is, we are familiar with the various types of jobs, colleges, technical schools, and sheltered workshops which are appropriate and available to the students whom we teach. Furthermore, we understand and are fully aware of the prerequisite skills that are needed to enter and be successful in those environments. However, too often this is not the case. In fact many teachers, particularly those in elementary and special education, have had very little experience outside of teaching. So we may say that the first phase of the "how" begins with ourselves. That is, career education in the classroom begins with the teacher.

Teachers should begin by becoming aware of, and exploring career options and opportunities, and, to do that properly, I suggest that you get out of the classroom and into the community. You see, career education was never intended to take place solely within the confines of the school. It was meant to be a cooperative venture between the school and the community (Holt, et al, 1974). So if you have not embarked on that venture, begin now. The first step is to make yourself aware of the various types of employement opportunities that are available in your locale. This includes competitive employemant, sheltered workshops,

activity centers. Find out what types of jobs are performed in those settings and who the persons are who are employed there. How do you begin? One way is to actually get out and begin surveying your surroundings. First, a group of you can divide up the geographical region, making one or two persons responsible for certain areas. Next, you go to that area and begin compiling a list of all of the businesses that are found there. Then you return to the school and, together, make up a master list. You may want to group all of the similar businesses under separate headings. This is just the beginning. Once this is completed, you may wish to contact representatives of some of those businesses and invite them to your school to discuss with you and your colleagues the variety of employment opportunities that exist within their particular business, the entery level requirements for various jobs and the kind of persons that they employ. Most of these employers are only too happy to assist you. After all, it means that their future employees will be better prepared. These business contacts can later be invited to you classroom or school to assist you in the various phases of your classroom program. In fact, you may wish to ask some of these representatives to act as an Advisory Board to help you develop career education in your school and/or school system. Also, since it is almost impossible for teachers to keep up with all of the changes in the business world, the Advisory Board can serve this function as well. In short, the Advisory Board helps you to maintain a relevant and realistic career

education program - one that is really up to date.

Once you have become aware of the various career options that exist in your area, you are ready to explore them in greater detail. Since it would be impossible to do an indepth exploration of each job, you may choose specific ones that seem to be the most appropriate for your students or those where the employers were the friendliest--at least for starters or one that is representative of several similar jobs.

How do you explore them? Let's start with what I consider to be the best method, a personal bias, and then go on to other methods. First, you obtain a simple instrument known as a job analysis form. Kolstoe and Frey (1965) have developed one for use with mentally retarded students, but it is really very useful for all persons, including teachers. The purpose of such an instrument is to familiarize an individual with the requirements of specific jobs. It is a very simple checklist that is easy to complete. At the top you list the Job Title. Then, there are specific questions. Let's examine just a few. One concerns itself with the working conditions: that is, are they: inside or outside; wet or dry; noisy or quiet; dirty or clean; is it day work or night work, and do the employers work in high places or low places. Another question addresses itself to the physical requirements: does the job require sitting, standing, or both; climbing, lifting, carrying, moving about, and/or driving. Questions such as these are very important when you are dealing with handicapped individuals. Other questions are directly concerned with the educational requirements such

as, how much education is required: no formal education, little formal education; elementary school completion; some high school or a high school diploma. You may want to add, technical school, college degree etc. Other questions which are directly related to traditional school subjects are: How much reading is required and what kind of reading? Such as, addresses, sales orders, directions, etc. Then how much writing is required and, if so, to what extent? How much arithmetic and exactly what type? These are only a few items, but by now you should be able to see that they directly relate the job to the various curriculum areas.

The New York City Board of Education has developed a similar, but much more comprehensive job analysis form. The first part deals with qualifications for the job. Such as age, license requirements, union membership, experience, types of tests that are given, etc. Under physical requirements you check whether the specific job requires exceptional or average hearing, eyesight, perception, speech, or if they are not considered important for the job. The educational requirements ask for specific grade levels in language skills, reading skills, writing skills and arithmetic skills. Other questions are concerned with the specific non-manual and manual skills that are required on the job. The second part of this form goes into great detail regarding the working conditions: for example, wages, hours, tenure, benefits, hazards, surroundings, supervision and training possibilities. As I said, it is

much more comprehensive and in some instances may be too detailed.

Now you are probably asking yourself, "what do I do with these job analysis forms?" It should be rather obvious that you cannot get the answers to most of these questions sitting in your classroom. So once again it is time to get out into the community and visit places of employment, sheltered workshops, and/or activity centers in which the specific jobs that you have chosen to explore are found. You can answer some of the questions on the two forms by simply observing a person at work. Answers to some of the other questions may only be obtained by interviewing the employer and/or employee. I have used these instruments so often that I now find that no matter where I am - eating in a restaurant, shopping in a department store, or visiting an office - I immediately begin checking off the responses in my head. You see, I am always looking for jobs for the youngsters that I teach, and I want to know what skills I can teach them that will better prepare them for that job and can be used in similar jobs as well.

There is another method of exploring jobs. You can borrow training materials from different companies. For example, Holiday Inn has a complete audiovisual series which describes the duties of a Holiday Inn Maid. While it is not possible to gain all of the information that you would by visiting the actual employment site, you still get a better picture of the actual job requirements than you would by just reading about it.

And that leads to what I consider to be one of the least effective methods of exploring various forms of work - namely reading about them. SRA has compiled a Handbooks of Job Facts (Lang, 1972) which is contained withing WORK - The Widening Occupational Roles Kit (1972). The Handbook contains concise summaries of basic data on 300 major occupations which are listed in alphabetical order. The information is arranged in chart form under headings such as duties, where employed, number of workers, education and training, special qualifications, earnings, supply and demand and so on. I am hesitant to rely solely on such a Handbook for several reasons: as well as providing information it also contains misinformation. Since it was published in 1972 some of the facts are already outdated, and many of the jobs that are listed are neither relevant nor realistic for certain individuals and geographical areas. However, it can be used to obtain an overview of the scope and diversity of the occupational structure and as an aid to selecting occupations or job families for more intensive exploration.

Now you have used one or all of these methods to explore various occupations; what do you do with the information? Remember you want to incorporate it into your classroom instruction. Therefore, the next step is to sit down with the other teachers and begin listing the jobs that you have observed and all of the duties of those jobs. Then you begin to examine all of the skills required for those jobs - manual, social, language, reading, writing, etc. And it is very helpful to list them under exactly those headings on large sheets of paper. As

you do this, you will begin to see how the basic curriculum areas are related to the world of work. Next, you decide how you can incorporate appropriate activities into your instructional program that will foster development of these skills. Let's return to the Texas Materials. You and your colleagues can begin to develop similar manuals that are suited to your area and your children. Let me say emphatically that you are not being asked to teach the job, but rather the prevocational skills that will prepare your students to enter the vocational phase -- skills such as listening, following directions, accepting responsibilities, learning to discriminate and so on. These must be developed from the first day that the child enters school and as you, yourself, go through the awareness and exploration stages that I have described, you will begin to see how these basic skills, as well as others, are related to career success. Therefore, the activities that I have described are for all teachers--lower elementary or primary, upper elementary or intermediate, as well as the teachers of the advanced, senior high or vocational education students.

Perhaps, by now you are saying to yourselves, "This sounds great, but how does she expect me to find the time to do all of this?" Well, it has been done. In some school systems, this has been accomplished through released-time, in-service training in the summer or on professional days. In fact, in one county in Maryland, a group of teachers actually went out and took their student's places in a work-experience program. Every two weeks they rotated jobs until each one had experienced

two or three different types of jobs. Yes, it is time consuming, but in addition to being a real learning experience for you, it can also be a fun experience. An additional benefit is that once again you have made contacts with employers and employees. You gain a wealth of information regarding the attitudes of those persons toward employing or working with the handicapped and the attitudinal and physical barriers that must be broken down before employment of the handicapped can become a reality. You discover how much education those persons will need before they will change their attitudes toward the handicapped and their ability to work, and, more than likely, through your visits and contact you have already begun that process.

By now you should also be able to see that this same activity can be conducted with your students. That is, they too can conduct a job analysis. You can take your class to various businesses and have different members of the class observe different individuals at work. Another possibility is for two or three classes to work together. Then students who seem interested in similar types of employment can visit one business while others go to a different site. This will also let students see the varieties of jobs that exist within one particular business. When they return to the classroom, you and the students can begin to compile your own list of occupations and the skills that are necessary to enter and succeed in those types of employment. This type of activity is also quite effective in helping out students acquire realistic career goals. The students may rate themselves in terms of how well their

abilities--physical, mental, and emotional--fit the requirements of the job. They may also examine the degree of formal education that is required for the job as well as the schools that offer the appropriate education. They may even discover that their abilities and interests are suited to a particular job cluster. And, above all, the students hopefully will begin to see the relationship between school and the actual world of work. In addition, you and your students, may want to videotape and/or photograph a variety of jobs that you visit. That way you will begin to compile a library of instructional materials that can be shared with several classes and that will possibly be more meaningful and relevant than the packaged commercial materials.

The WORK - Widening Occupational Rates Kit, (1972) by SRA is one of many commercial products that can be used in the classroom to supplement the "hands on" learning which I just described. The kit was designed for use with adolescents. The major goals of WORK are to help the student understand himself or herself and others; to give him or her more information about the world of work in general and about several hundred occupations in particular. The entire kit focuses on people. For example, the two filmstrips show the students the first steps to take in planning the future and occupations in general. There are also 340 WORK briefs - each describing in short, fictional, narrative form the working life of a person. The narrative depicts not only some of the typical activities of the worker but also possible frustrations and

and disadvantages experienced on that job as well as its possible satisfactions and rewards. On the back page of each brief, important occupational information is given in capsule form; e.g., educational requirements, where jobs are found, earnings, etc. I only have one warning - some of this information is misleading and students should be encouraged to double-check some of these important facts. My Own Thing is the student's personal workbook in which he records his perceptions of himself, his interests, his abilities and, most importantly, the activities consistently show the connection between school and work. By now you should realize that this program requires a great amount of reading and writing. Therefore, it may not be suited to some of our students or you may have to adapt the materials. But it is one of many possibilities.

Fearon Press has also developed several materials that are specifically designed for use in special education programs. For example, Getting A Job (1968) contains brief descriptions of several occupations that are available for special education students in particular. The reading level is kept low. The duties of the job are listed, there are pictures of persons performing the jobs, and unlike WORK, the jobs are arranged in clusters.

At the beginning of this program I said that career education was for children at all grade levels. Yet, it may seem to some of you that I have only concentrated on teachers and older children. You are correct, in some ways I have. However, as I said before, career education in the

classroom begins with the teacher. It is important for teachers of young children to be aware of what their students will be doing at later stages in their life, so that you can begin preparing them now. Therefore, let us now look at some of the activities that you who teach younger children are probably doing, right now, in your classroom, as well as some that you may not be doing, and see how they are related to career education.

Since job attitudes and work habits are formed early in a child's life, the curriculum at the primary and intermediate level special classes should contain experiences for each of these two areas; that is, job attitudes and work habits. In most classrooms, there is a classroom helper's chart which lists various chores as well as the student who is responsible for completing that task. Provided that you make sure that the child actually completes his/her assignment, at an early age that child learns the meaning of responsibility, as well as following directions, important aspects of any career. Another way in which you can help the child to see the relationship between his job and the real working world is to take pictures of school personnel performing similar jobs and posting these on the chart. For example, usually we place a picture of cookies or milk next to the name of the child who is to give out the snack. In addition, you can place a picture of the cafeteria worker on the same chart. For the child who is in charge of straightening the room, you can put a picture of the custodian. Beginning with pictures of persons who are familiar to the child usually makes its easier for the child to identify with that role. At a later age, you may wish to

substitute the word employees for classroom helpers. The child soon begins to learn that in the working world there are different levels of personnel--some are employees and some are employers. The administrative personnel or the teachers can be listed as the employers or supervisors. Frequently in a classroom we also list on the schedule for the day list the daily activities that the children are to perform and, by so doing, reinforce in the children the concept that going to school and performing tasks are part of their career. Early in the children's development, we impress upon them the importance of completing a job, a concept that is essential to any career. As the children progress in years, the schedule for the day can be labeled the work schedule. It may only be a change of words, but the child begins to see the relationship between school and the world of work.

Another important aspect of success on the job is being on time. In the very early years, it is possible to begin simulating a time clock. For example, you can make two pocket charts such as those in Figure 2. When the child enters or leaves the room he places the card with his/her name in the appropriate place--either **IN** or **OUT**. Later, when the child learns to tell time he/she can write on the card the time that he/she enters and leaves the room. For children who have difficulty with learning time, try and have a digital clock in the classroom, at least in the beginning. However, I should add that I have found that children who could not tell time learned rather quickly once they saw a

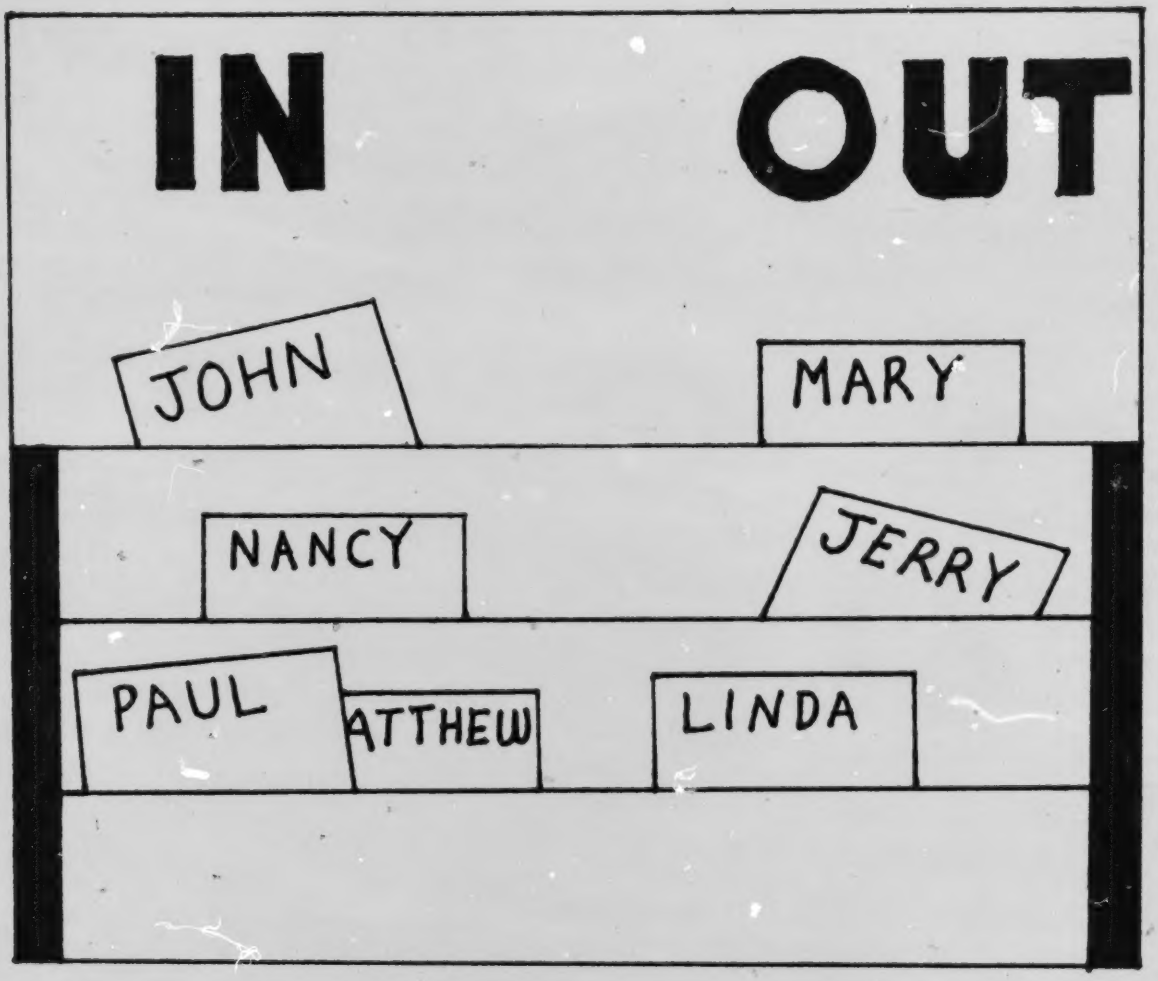

Fig. 2

SAMPLE POCKET CHART

purpose for it. At a higher level, you may have the students write on the card the purpose for leaving the room, such as lunch, gym, etc. Some teachers with older children have even placed a time clock in the classroom, so that they students can punch in or out just as they would on the job. As you can see, in addition to teaching an important work concept, the child is also learning to recognize his name, tell time, spell, and so on.

The primary and intermediate school years are also to be used by introducing children to the various occupations performed by citizens, and to acquaint them with the duties and responsibilities of these occupations. Some of our children come to school with a very limited knowledge of the occupations that are available. I can think of one little girl, Tessy, who thought that everyone was a teacher and no wonder--Mommy and Daddy, two aunts and two uncles were teachers. So we have to broaden the children's views, and we have to go beyond the community workers. There are many ways to achieve these objectives. Once again, begin with the people in the child's environment. Invite members of the school staff to come in and explain their jobs. Have some of the parents visit and do likewise. On field trips help the child to identify different workers and the jobs that they perform. Take pictures of the visitors as well as the workers that you see on the field trips. Then let the children begin to develop their own career book, including in it pictures of the person at their job, the tools used on

the job, and the uniform worn by the person. Many of the pictures can be found in catalogues, newspapers or magazines. The child who is able to read and write can write a short story describing the pictures. As children get older and become better acquainted with more and different occupations, they can then begin grouping the similar jobs into a larger book, thus enabling them to understand that certain jobs are related and fall into categories or clusters, such as service occupations, agriculture occupations and so on. You can also reserve one bulletin board in your room for career education. You can entitle it the Job of the Week or the Job of the Month. Have the children put up a picture of the person or persons performing the job, the tools, etc. Then put aside two or three sections of the bulletin board and fill these sections with reading vocabulary, math skills and writing skills that are related to that job. Remember, do not loose sight of one of the main purposes of career education namely, helping children to see the relationship between what they learn in school and what people do at work. The activities that I have listed above are only a few of many possibilities. I am sure you can think of many more.

What I have tried to demonstrate so far in this paper is that for career education to become a reality in your classroom you don't need expensive, commercially produced materials. Of course, that is not to say that materials have not been developed. In fact quite the contrary is true. Educational catalogues are filled with attractive, sometimes

expensive, materials such as occupational puzzles, pictures, games, and so on. My advice to you is look in the catalogues--take note of the materials and ideas, because some of them are good--and then, possibly, make your own. Better yet, have your students help you make them. Then you can be sure that the materials are suitable for your students and your area and that they are relevant and meaningful.

Before I conclude, it may be worth our while to say a few words about parents. It is almost impossible to discuss realistic and meaningful career aspirations of students without including their parents, since parents frequently exert a greater influence over their children than we ever will. Sometimes parents do have unrealistic goals for their children--that is, their goals can be below or above the child's actual capabilities. Therefore, it may be wise to include parents in your career education program. You and the students can conduct a career education program just for the parents. This is the time for showing the videotapes, displaying the career education projects, and having the students explain the purpose of the various activities in which they have been engaged. You may also make the parents assume the role of students in your class and have them take part in some of the same career education activities as their children do. This has been done with parents of trainable mentally retarded adolescents. Many of the parents were quite surprised to learn that their sons or

daughters could wash and iron, perform custodial tasks, act as child care helpers and perform many other jobs. Believe me, it was an eye-opening experience for the parents and their children were only too pleased to be the teachers. However, the same young men and women soon found themselves with increased responsibilities at home.

In this short time, I have tried to share with you a few of the activities that you, the teachers, can engage in so that the career education program in your classroom will be relevant, realistic, and meaningful. In brief, it means adopting a new attitude - one that says everything that we do here in school is in someway related to what this or that child will do when he becomes an adult. Hopefully, our students will have not only the right to work, but more importantly <u>will be prepared</u> to work.

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Career Counseling for Handicapped Persons

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The purpose of this paper is to outline-in some detail-the elements of career counseling which apply to all types of counselors, and the unique characteristics of vocational counseling with handicapped persons. Briefly, I will discuss the counseling process, the psychological impact of disability on handicapped persons, the vocational implications of an individual's handicap, the psychological and vocational assessment of abilities and interests, the process of making vocational decisions and engaging in extended career planning, the ways in which counselors can help clients expand their vocational awareness through career exploration activities, the job placement process and the need for the development of job seeking skills by our clients, the follow-along process (sometimes called follow-up), and finally, the work adjustment and adaptation process that occurs after a person has secured employment. Now, I realize that that is quite an undertaking and to make it more palatable I will sprinkle anecdotes throughout this discourse using my own experiences as a rehabilitation counselor and as a counselor educator.

The content of this talk, as I've described it, will unfold so that all of the components of vocational counseling should connect, but before I can begin on any of those topics I need to establish some basic understandings with you. First, I want to explain the relationship of career counseling to rehabilitation counseling. I have conceptualized rehabilitation counseling

as the third layer on a three-layer cake. (Figure 1) The first layer in this hypothetical chocolate cake is generic counseling. That is, we are talking about the basic facilitative interaction that all counselors should strive for --- such that the client has a feeling of being understood, finds him or herself in an accepting environment and is able to confront and resolve problems of an immediate nature. The counselor should be comparatively congruent (that is, should be a genuine person) and, more importantly, the counselor should be empathic in his or her responses so that the client can ease his defenses and focus on his problems.

When any counselor educator talks about the facilitative conditions in counseling, frequently the words empathy, unconditional positive regard, warmth and understanding are used. This supportive relationship allows the client to focus on his or her problems and to attempt to solve them. A distinction should be made between a problem and a predicament; this distinction being made by Tiedeman (1967) in that a problem is seen as a dilemma situation which can be resolved, but a predicament is a circumstance which cannot be resolved immediately but which one has to live with. For example, if your car stalls frequently you can get it tuned, buy a new carburetor or junk it. But if your mother-in-law is grumpy you have to live with that situation--hopefully, live far away.

Another issue which relates to counseling is the counselor's attitude of commitment toward the client and the extent to which the counselor invests a personal part of himself to help the client become more self-accepting and to help the client resolve some of his problems.

REHABILITATION
COUNSELING
VOCATIONAL
COUNSELING
COUNSELING (generic)

Figure 1

Lastly, when we talk about counseling--in a generic sense--we must include some discussion of counseling techniques. How the counselor listens, the accuracy of the reflections of client feelings (which--parenthetically--should be distinguished from the reiteration of cognitive material), and the clarifications of ambiguous ramblings, are all part of a long list of counseling techniques.

But, to move on, the point I have been trying to make is that generic counseling--this interpersonal, interactive relationship which is theoretically facilitative--is the foundation of all types of counseling including rehabilitation counseling.

Now, the second layer of this chocolate cake we are studying is vocational counseling or, career counseling, as it is known nowadays. When one thinks about vocational counseling, we think about the vocational development of the individual and we think about the various stages of development that Donald Super (1957) outlined. When we think about vocational counseling, we recall the exploration tasks that people engage in to understand themselves and to understand their environment. We think about the types of decisions that are made: educational decisions, such as what kind or type of school to go to, and what aspiration level we may have or develop. Or--we think of occupational choice decisions, if one has to secure employment in the near future. What kind of job can I do, what kind of job do I want to do? Can I find some sort of compromise between what I want to do and the work available in my community? And, we think about career planning. Now this is a long-term type of planning which extends beyond the next job

or the next course one takes and goes on--perhaps for all of one's life, but one would typically plan, say, for two to five years.

Thinking about vocational counseling we think about vocational styles and vocational personalities, and certainly John Holland's (1973) theory of making vocational choice decisions. But, in overviewing the whole vocational counseling process we <u>really</u> think about the reconciliation of an individual's self perceptions [that is, their personal characteristics, their strengths and limitations, their abilities and interests, their attitudes] with their perception of the environment, especially the economic environment and the work environment. So, I've briefly overviewed the second layer of this cake which builds toward rehabilitation counseling. (Figure 1)

Now I want to focus on the third layer, and try to explain the rehabilitation part of vocational counseling. First, it is necessary to make some distinction between a medical disability which one may have and a handicap. A disability may be some sort of physical impairment. For example, a person slips with a circular saw and loses a finger. Now if that person is a university professor, the loss of a finger is probably not handicapping. That is, it will not prevent that professor from teaching and doing his research and so forth. However, if the person who lost his or her finger is a guitar player or a concert pianist, the disability is certainly handicapping (in a vocational sense) and he or she will have to think about another, possibly related, kind of work. So--there is a distinction between a disability and a handicap, and it is important to

understand the difference because we have to understand the limitations which may be imposed by the handicap. We have to think about the residual functional capacity of the person. That is, what is left after some impairment has occurred, and how can that person function? For example, if an individual has been a laborer and hurts his back, we ask questions about his capacity to stand or sit, to lift or bend, to walk or climb stairs. Given our understanding of this person's residual physical capacities and our understanding of his skills and abilities, there may be possibilities for helping him to transfer his abilities to another kind of work.

But I want to back up and take another look at the three-layer cake. (Figure 1) The point I wish to make is that rehabilitation counseling is vocational counseling with handicapped persons. We are still doing the same basic kinds of generic counseling, we are still doing the same basic kinds of vocational counseling, we just happened to be working with handicapped persons--be they physically handicapped, or intellectually limited, or persons with emotional problems.

Getting back to the focus of rehabilitation counseling, it is important that counselors are interested in understanding both the person's limitations (imposed by the handicap) and his or her unique strengths which can be maximized to help him make reasonable, realistic, personal and vocational decisions. We need to help individuals understand the vocational implications of their disabilities. That is, what does it mean-vocationally-to have grand mal seizures? The rehabilitation counselor should be able to relate the medical information about a client and the

vocational information he or she can secure. For example, take a person with grand mal seizures; we need to know about the frequency of those seizures, about the medications taken (in terms of side effects, and the seizure control which results), about a potential aura, and many other things. But a critical point is that a person who does have grand mal seizures should not work around dangerous machinery or climb ladders and work on roofs. And, the main point is that every medical condition may have vocational implications.

Another relevant issue, as relates to rehabilitation counseling, is that we want to help clients to learn to cope with their personal feelings and their attitudes about the handicap. We want to help them gain a sense of self-esteem, and self-confidence that is derived through a realistic assessment of their strengths and their limitations. In general, then, we are concerned with the psychological impact of the disability. How does a person feel about the loss of a leg, or the role reversal which often happens at home, or the cessation of a normal work routine, or the reduction in earning capacity? The rehabilitation counselor should be able to help the client cope with his or her attitudes and feelings, and face some of these personal and vocational problems. Similarly, the counselor may help the family cope with or adjust to problems related to the disability. The rehabilitation counselor's role frequently requires the provision of a certain amount of advocacy with other agencies and with employers, and with schools. The client needs special help; needs someone in his or her corner to help that person move on through to some sound decisions.

However, the most important part of the rehabilitation counselor's work--in my opinion--is recognizing that the client must grow as a person, and that he or she must become an independently functioning individual. All the counselor's work is aimed in that direction. He or she helps the client make vocational decisions and may help the client secure employment, but--primarily--the counselor wants the client to become an independent decision-maker, an independent job-seeker, an independent person who can cope with his or her problems. Like any other competent counselor, we should not assume these responsibilities. We want our clients to focus on their problems, resolve their problems, and move out of the counselor's life back into their own life.

Now--I have talked about the relationship of generic counseling to vocational counseling to rehabilitation counseling--and I have digressed a bit to elaborate on counseling attitudes and techniques. Since I want to focus on vocational counseling with the handicapped, let me move backwards from dessert--our three layer cake--to the main course--which, would you believe, is a fourteen pound ham. (Figure 2)

You might say that the ham you see is really a reflection of my personality--or any professor's personality--(and I won't argue that point)--but it is meant to depict the entire vocational counseling process.

As with any 14 pound Virginia ham, we can make several immediate observations. First, there is a solid skin around it. Secondly, a bone or core penetrates the entire meat and, thirdly, you need to cut the ham into smaller slices to digest it--that is, to understand it.

First, let us label parts of the vocational counseling process and, I

CAREER COUNSELING FOR HANDICAPPED PERSONS

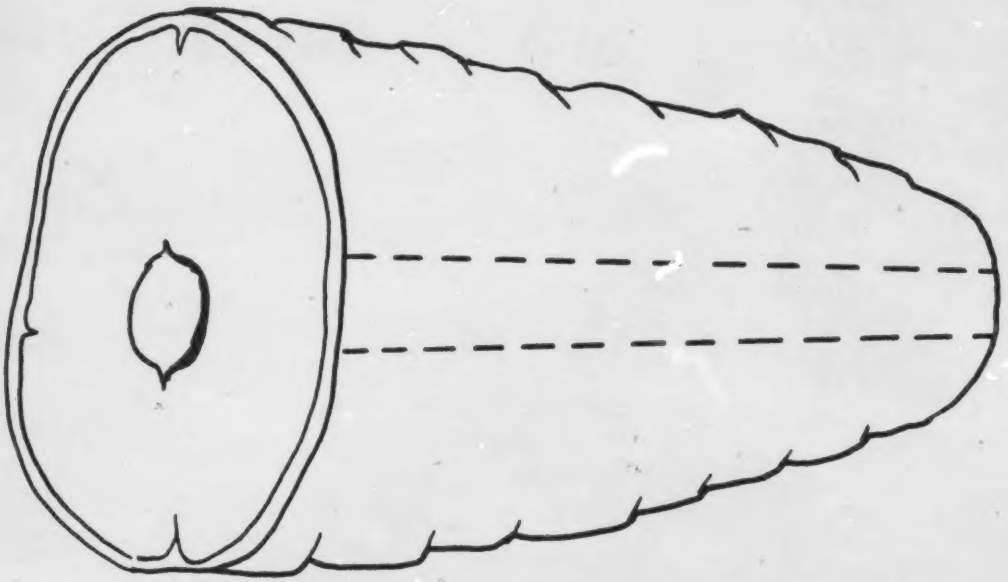

Figure 2

hope, as we proceed you will understand why I have chosen a ham-shaped figure when talking about vocational counseling. Probably the main reason I have done so is to focus on the bone in this ham (Figure 3) which is present no matter where you slice it. The bone or the core, as you can see, is the counseling relationship which starts with the initial interview and which continues through all phases of vocational counseling up to and including the point at which the client can be said to have adjusted to his or her work. Let me repeat this, a supportive counseling relationship must be ongoing from the beginning to the end of vocational counseling.

There are various stresses which the client will encounter which require the supportive, helping relationship. And, you will also note that I have indicated that client involvement and responsibility with counselor understanding and teaching is the general label for the meat (the essence) of our vocational counseling ham. That is, through all phases of vocational counseling the counselor must be careful that he or she does not assume responsibility for the client's life, and that he or she makes an attempt to involve the client in every form of decision-making and problem solving.

In outlining our model of vocational counseling let us look more carefully at some of the details--at some of the component parts of vocational counseling and, also, the unique elements related to vocational counseling with handicapped persons. (Figure 4)

I have taken our model, that is, our ham--and sliced it into five

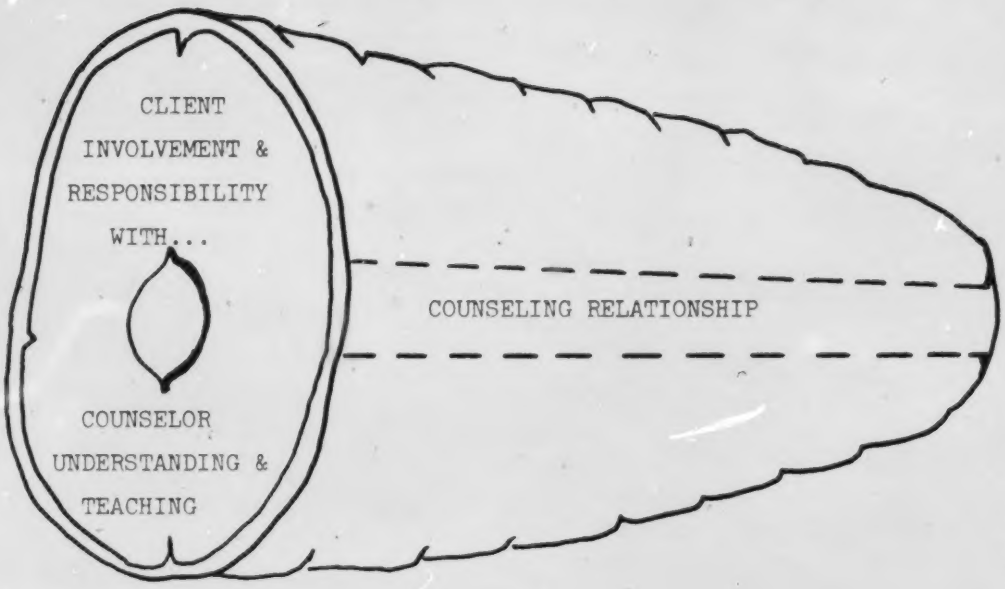
CLIENT
INVOLVEMENT &
RESPONSIBILITY
WITH...
COUNSELOR
UNDERSTANDING &
TEACHING
COUNSELING RELATIONSHIP

Figure 3

sections. Now, I will not argue that there are only five parts to vocational counseling, but this is the way that I have conceptualized it.

The first part of vocational counseling has to do with relationship development and the initial assessment of the client. Briefly, the counselor needs to help the client understand the problems that he or she is facing, the particular limitations (and we all have limitations of one sort or another), and the strengths or assets which he or she can capitalize on--in making vocational decisions and, ultimately, in securing employment. During this first phase of career counseling, several interviews usually occur in which the counselor tries to develop a psychological and vocational picture, if you will, of the client. The counselor wants to understand the client and help the client understand him or herself.

The second part of vocational counseling has to do with vocational exploration and awareness. Typically, the client and the counselor need information about the client's abilities and aptitudes, interests, needs and personality. Various types of paper and pencil tests may be used, or standardized test batteries such as the General Aptitude Test Battery or the Differential Aptitude Tests may be used. For handicapped persons, the use of a work evaluation program may be advised. A work evaluation unit often is found in a rehabilitation center or a sheltered workshop. Evaluation procedures differ substantially from paper and pencil tests and may include: a work sample approach, try-outs at actual job sites, and the use of work stations in hospitals and other institutions. I will elaborate further on the purpose and methods used in a work evaluation unit a little later, after I have completed this overview of the entire vocational counseling

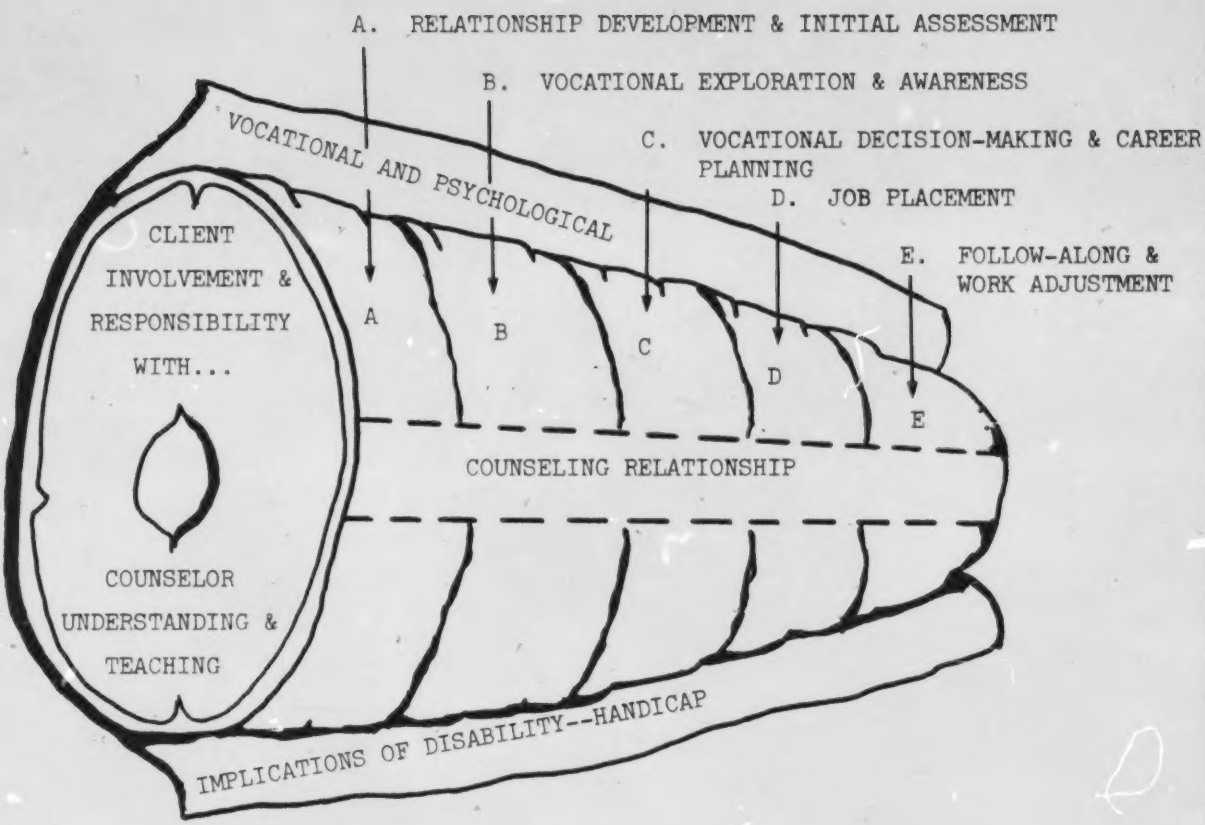
A. RELATIONSHIP DEVELOPMENT & INITIAL ASSESSMENT
B. VOCATIONAL EXPLORATION & AWARENESS
C. VOCATIONAL DECISION-MAKING & CAREER PLANNING
D. JOB PLACEMENT
E. FOLLOW-ALONG & WORK ADJUSTMENT
VOCATIONAL AND PSYCHOLOGICAL
CLIENT INVOLVEMENT & RESPONSIBILITY WITH...
A
B
C
D
E
COUNSELING RELATIONSHIP
COUNSELOR UNDERSTANDING & TEACHING
IMPLICATIONS OF DISABILITY--HANDICAP

Figure 4

model. Within this second component of vocational counseling--I've already mentioned vocational assessment--I would include additional psychological assessment. We must also include such procedures as the test interpretation process, the use of occupational information within the counseling process, and issues concerning the client's vocational development.

A third component of career counseling for handicapped persons is the vocational decision-making process, and some long-term career planning. The counselor not only helps the client to make sound, realistic decisions but also helps him or her to learn how one goes about making reasoned decisions. Besides making short-term, job selection decisions--there should be client-counselor discussion of long-term career planning so that the client can think about the changes which may occur within him or herself, over time, and within the work society.

Another part of vocational counseling, which typically occurs later in the entire process, is employment counseling or--more reasonably--job placement. Essentially, the counselor helps the client to develop job seeking skills and, when necessary, the counselor may become very active in actually helping the client to secure a particular position. As I will mention later, I have elsewhere distinguished between the selective placement approach used with handicapped persons, and what I call the client-centered job placement approach.

Lastly, we must be concerned with the following-along process and with the client's work adjustment and work adaptation. The counselor cannot be satisfied, once the client secures a position, that everything

will work out fine. On the contrary, the counselor must follow along with the client during the first four to eight weeks of employment--by means of at least twice weekly interviews--to help the client adjust to the work situation and adapt to unexpected demands--in terms of interpersonal relations or work tasks--which may occur on the new job.

Another comment that I wish to make concerns the "skin" of the ham-model of vocational counseling which I have used. As you can see (Figure 4), I note that around this entire model is a "skin" which I have labeled "vocational and psychological implications of disability-handicap." The point I have tried to make, in presenting this as part of the model--as relates to career counseling for handicapped persons, is that throughout the entire vocational counseling process there are psychological problems which arise and vocational problems which arise--which are related to the disability or handicap--which must be dealt with by the client and the counselor. For example, if a client has a low back problem and cannot lift heavy weights or sit very long or stand very long, these limitations will certainly have an impact on his or her vocational decisions. And, if the client does not drive and uses Canadian crutches in getting about town and if we are talking about a city such as Minneapolis or some other snow-ladened place, then the client's disability may have a particular impact on his or her job-seeking activities. In summary, then, there are many psychological implications of disability, and there are certain vocational implications of the client's handicap which the counselor should be fully aware of--to help the client make sound vocational decisions and to help the client secure employment.

Now that I have provided an overview of a model of career counseling with the handicapped, I want to elaborate somewhat on one or two of the five components of vocational counseling.

Although rehabilitation counselors use many of the standardized inventories and tests with handicapped persons which other counselors use, a vocational assessment approach which is particularly unique to rehabilitation--that is, the work evaluation approach--will be outlined here. However, before I do--let me note that many rehabilitation counselors refer their clients to a counseling psychologist for the purpose of test administration and interpretation. Although most rehabilitation counselors receive some graduate training in test and measurements, most of them work in state vocational rehabilitation agencies and have rather large caseloads, and are, therefore, encouraged to use outside testing sources. Rehabilitation counselors should be capable of interpreting interest inventories such as the Strong-Campbell Interest Inventory and the Kuder Preference Record, multi-factor aptitude tests, and achievement tests. The typical rehabilitation counselor is not trained to interpret personality inventories such as the MMPI or the California Psychological Inventory.

Returning to our discourse on the rehabilitation work evaluation unit, it is typically found in a rehabilitation center and is a place where clients can try out various work activities so as to assess their own work interests and in order to be evaluated for their capacity to perform various types of work. For example, a work evaluation unit might contain several bench work areas with tasks involving assembly, packaging and inspection. There might also be several light machine operations--a

drill press, punch press, grinding machine, spot welder, etc. There usually is a clerical area to assess people's capabilities--from filing clerk and messenger through typist and bookkeeper. Some of the more complete rehabilitation centers might have a work evaluation area for woodshop or machineship, they might have a drafting area and an automobile mechanics area. In addition, frequently the work evaluators will arrange for clients to be evaluated in other settings. For example, as a rehabilitation counselor, I arranged for some of my clients to be evaluated in a nearby hospital for such jobs as: telephone operator, nurse's aid, hospital housekeeper, central supply worker, laundry or kitchen worker. At each work station in the hospital, a regular employee supervised my client and provided evaluative feedback both to me and to the client. We also had clients evaluated for a few days at a nearby supermarket and at the local gas station.

But--I need to back up a bit and explain the three primary purposes of a work evaluation unit in a rehabilitation center as I view them. They are: evaluation, training and treatment. Concerning evaluation--we would include the following activities. First--evaluation of work skills and aptitudes; one's potential for different <u>levels</u> of work. Secondly--a determination of a client's <u>potential</u> for training. That is, formal schooling, or entry-level skill training, or on-the-job training, or training in a sheltered workshop. In other words, we want to estimate the feasibility of some sort of training for a particular client.

The third type of evaluation would be an appraisal of the client's work habits, his or her adjustment to a work situation, and his or her

motivation for work. By "work habits" we include such adjectives as one's reliability, conscientiousness, and response to supervision. We also try to obtain information concerning the client's ability to understand and carry out directions, the manner in which he or she might relate to coworkers, the extent of his planning ability and judgment, and the way in which he might react to frustrating work or social situations.

A fourth type of evaluation has to do with assessing the client's physical capacities. To what extent can the client work a full day? What is the client's sitting and/or standing capacity?--The client's walking and lifting ability? We are especially interested in ascertaining the extent to which a physical disability actually limits an individual's ability to perform a job task.

The second function of the work evaluation unit--training--does not include an attempt to duplicate the vocational training which would prepare a client for such types of work as electronics technician or bookkeeper or draftsman or automobile mechanic. That is, the work evaluation unit is not usually able to provide a formal training program such as might be found at a vocational school, a community college, or a business college. However, it is possible to evaluate the client's current capacity for schoolwork. For example, the client might receive remedial math in a work evaluation unit, or he might have some homework in electrical theory, or he or she might begin to learn basic bookkeeping operations.

The type of training that is often provided in a rehabilitation center's work evaluation unit is of a very practical nature. It can be classified as skill training for entry level jobs. Some of the training areas which a typical work evaluation unit might offer includes service

work (such as janitorial work or dishwashing or kitchen work), beginning clerical work (such as being a file clerk or a sales clerk, a shipping clerk or a clerk typist, an office machine operator or a telephone solicitor), gas station attendant and/or tuneup man, factory worker or a light machine operator.

A third general function of a work evaluation unit is treatment. Treatment includes any service which is provided to effect change in the client's attitude and behaviors, personal adjustment, social adjustment or work adjustment. Frequently, a treatment plan is developed by a team of workers in a work evaluation unit. For example, a rehabilitation counselor, a work evaluator and a social worker, together with a clinical psychologist, might plan an unusual supervisory approach to obtain some specific, client behavioral change.

Because the work evaluation unit provides (at the same time) a simulated work experience and a therapeutic climate, the client is subject to an environment which can reinforce or not reinforce his actions. The client can learn which behaviors result in success, praise, encouragement, warmth and support. And, conversely, which behaviors result in the absence of these rewards as well as--occasionally--negative responses by the work evaluator. Thus, not only is the client's old behavior (which might have been inappropriate) not rewarded, but the work supervisor may actively express disapproval and dissatisfaction.

Besides learning "correct" work behavior and verbal interactions from the work evaluator, the client is exposed to group pressures in the work evaluation unit. The expectation of the other workers (clients) and the influence of peers can be significant in helping the client internalize "correct" work attitudes and behaviors. Thus, the client might learn what

is right or wrong behavior from his work supervisor directly, from the actions of co-workers and from many subtle (or not-so-subtle) rewards or nonrewards he receives.

Since space does not permit me to discuss the decision-making process, I do want to take a few moments to review the counselor's career planning activities. About five years ago Morrill and Forrest (1970) described four distinct types of career counseling. First, the traditional vocational counseling approach which is designed to help the client make a specific decision. Secondly, they discussed a counseling procedure which is concerned with teaching the individual--specific decision-making skills. Third, there is the type of counseling which views career development as a process rather than an end point toward which all decisions lead. In this type of counseling, there is recognition that the counselor is helping the client to think about his personal characteristics--including his vocational assets and limitations. The counselor helps the client to begin a process which may take several years, in which he can assess his own development and make particular decisions as the need arises. The client may gain a perspective of his or her long-term vocational goals, and may recognize that often it is not necessary to make specific, point-in-time vocational decisions. In the fourth type of counseling which Morrill and Forrest discuss, the counselor is concerned with identifying the individual's developmental competencies and inadequacies, and helping him to select- and work through-appropriate tasks leading to greater self-direction. As you can see, this last type of counseling is of a more personal,

philosophical nature--designed to help the person develop in a self-actualizing direction.

One of the most important services provided by counselors who work with handicapped persons is job placement. The rehabilitation counselor who has worked with a client over a number of weeks to establish a realistic vocational goal (that is, one that is consistent with the client's abilities and skills, interests and personality, and consistent with economic and labor market conditions) -- will now wish to help the client develop his or her job seeking skills and/or to selectively place the client in a suitable job in the competitive labor market. "Selective placement" is a procedure originated by the New York State Employment Service in 1933 and is defined as "the process of matching the physical, mental, and emotional capabilities of a disabled person to the demands of a suitable job." This type of placement activity requires that the counselor have a thorough understanding of the client's capabilities and aptitudes, the client's psychological and vocational readiness to engage in every day work activities. Additionally, the rehabilitation counselor should have performed a job analysis of the particular position with which the client is being "matched", and should have communicated very carefully with the potential employer so that he will have realistic expectations concerning the client's skills, as well as concerning his or her limitations. This matching form of placement has been the predominant form of employment counseling used by rehabilitation counselors (and employement service counselors) for the last thirty to forty years. While there are strong reasons for counselors to continue these activities with clients who are severely disabled, there are also

several important reasons which suggest that selective placement is not, in the long run, the best means of employment counseling for handicapped persons. The main problem with the selective placement approach is that, since clients are being "matched", almost as objects, and are being "sold" to an employer (and these terms are not infrequently used by rehabilitation counselors), these placement activities may not only impair the dignity and self-confidence of handicapped persons but, more importantly, they may prevent the client from becoming an independent, responsible, and self-motivated individual.

An alternative to the selective job placement approach is the "client centered" placement approach which has as its major components--a focus on building client responsibility and comprehensive job seeking skills, and a counselor attitude of "unrealistic optimism." Although more will be said about unrealistic optimism later, I believe that this counselor attitude may increase the client's confidence while job hunting, and that this attitude certainly sustains the client through the inevitable placement disappointments. Using the client-centered job placement method, the counselor assumes a teaching role to help the client develop or improve his job seeking skills. For example, the counselor teaches the client: (1) the 18 or more sources of job leads (including the obituary columns), (2) useful ways to explain his or her skills to an employer, and (3) an effective manner in which to state his or her problem in operational terms. The counselor also teaches the client: (4) the alternative responses to employer questions about disability, workmen's compensation, spotty employment history,

imprisonment, and limited or excessive education, (5) effective ways to begin and end an interview, (6) the procedures for adequately completing an application and how to respond to the relevant questions on an application, (7) appropriate appearance and mannerisms, and (8) the need for a follow-up of companies which have accepted job applications.

The counselor may role play several interview segments with his client and ask a counselor-colleague to also role play with the client, so that he or she can provide unbiased feedback concerning the client's interview behavior. The counselor may also do telephone role playing with his client, teach him or her how to read the want ads thoroughly, warn him about the questionable practices of some private employment agencies, determine whether the client knows how to use the city or county transportation system, and help the client work out a schedule of company contacts.

Rehabilitation counselors should continue to meet with their clients (daily, if necessary) to assess their job seeking efforts, to suggest modifications, and to provide the support and encouragement that <u>all</u> job seekers need. The counselor reestablishes--or more accurately continues--the counseling relationship, in order to help the client understand and cope with the anxiety and/or depression which he or she may experience--while job seeking. After the client is working, weekly appointments are essential to help the client through initial work adaptation and adjustment problems.

But before we talk about work adjustment and work adaptation, I want to say a few words about the phrase I previously used which was "unrealistic optimism." This optimism which I call "unrealistic" refers to a counselor

attitude of faith--that the client will definitely secure an appropriate job within a specified time period. As suggested by Carkhuff and Berenson (1969) several years ago, the counselor must make a personal commitment to invest as much of his psychological energy for the client as he would for himself. Thus, unrealistic optimism refers to an air of confidence based on the counselor's past placement experience--and continuing placement expertise, that the client--if he will only be an able and willing placement student--will find his or her job.

I want to say just a few words about the work adjustment and work adaptation process that occurs with handicapped clients--and for that matter, probably, for most people as they enter new employment. Many handicapped persons have not experienced extended employment and, therefore, may not have developed the worker habits and attitudes that you and I, and many blue collar workers take for granted. Some handicapped clients are quite nervous about the relationship they may have to develop with coworkers and the social, as well as the vocational, demands which may be placed upon them. Some clients are confused by the work setting and, if they do not receive supportive counseling during the first few weeks of their new employment, may either be fired or voluntarily leave in order to escape an anxiety-producing environment. For example, I had a client--a young man with some intellectual limitations, but a very amiable, pleasant fellow who was capable of performing many routine tasks within a factory setting. His new job, as I recall it, was as a light machine operator doing some deburring of small aluminum pieces which came from a molding operation. In any event, within the first week of his employment he described a series of incidents which were very disconcerting. He indicated that the foreman

(his immediate boss) seemed to be floating around looking over his shoulder and--most surprising and upsetting--the foreman occasionally cursed at him. The client was not sure what to do and thought he would have to quit his job since, obviously, his work was not adequate and he--personally-- was not being appreciated. After a rather extended discussion, he and I discovered that the foreman's usual behavior was just as described. The foreman tended to wander about providing rather close supervision to the factory workers and he seemed to curse at everybody. So, in fact, the foreman was treating the client just as another worker and if my client was not being cursed at, he would have been--in effect--singled out for special treatment. Once the client understood the situation he was very relieved and, amusingly, rather pleased to discover that he was so quickly accepted by the foreman.

Well--the point I am trying to make here is that--to help a client secure employment and not help him with potential job adjustment problems, is like baking a cake but forgetting to turn the oven on. You have an incomplete job and it does not leave you with a sense of accomplishment or completeness.

To be as concise as possible, in the work adjustment and adaptation phase of rehabilitation counseling [sometimes called follow-up or follow-along, sometimes called post-placement services], the role of the rehabilitation counselor is to help the client face and adjust to or solve--problems as they arise on the job, as they relate to coworkers, supervisors, job tasks, and many other events that occur in the work place. In addition, the counselor must help the client face other non-job related problems.

For example, if the client experiences transportation problems or if the client's babysitter suddenly gets sick or quits, the counselor should provide some sort of assistance--either assistance of a direct form or assistance in terms of helping the client think through the problem and resolve it. I remember an alcoholic client who was almost "rehabilitated"--that is, he was working very satisfactorily on the job and everything seemed to be going smoothly. Although I was very busy and was inclined to reduce the frequency of our interviews, after six or eight weeks of employment, my intuition told me to continue to see the client. Happily, I did so--because this fellow's wife began having difficulty coping with his working hours and with her changed responsibilities. For example, she now had to get up earlier to make his lunch and spend more time with their young children. While he had been unemployed, he had assumed many of these responsibilities which they had previously agreed were hers. Well, I'm glad to conclude this story with a happy ending since we had two or three counseling sessions--that is, client and his wife and myself--and there were some compromises and, ultimately, a resolution of the problem.

As a footnote, since I have been digressing with anecdotal material, let me suggest that those of you who are interested in work adjustment problems--might want to investigate the Minnesota Theory of Work Adjustment--which has been evolving under the guidance of two vocational psychologists at the University of Minnesota--Lloyd Lofquist and Rene' Dawis (1969).

I think I'll end this talk by saying that the work of the rehabilitation counselor can be very exciting and satisfying. Counselors need not only be competent persons, but need a level of confidence about themselves, and

have to be able to provide themselves with the reinforcement they require to continue from day to day--as they deal with people who have serious and often severe physical, emotional, or intellectual problems. But then, in my view, life is most interesting when we have problems to solve and most satisfying when we are able to do just that.

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Prevocational Evaluation of the Handicapped Adolescent

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How do I know whether a student is able to work or not? How do I know whether he/she is ready to be placed in a job? How do I know whether he/she will last on the job, once placed? These are typical questions from educators and habilitation personnel as they face the continuous decisions that have to be made during the preparation phase of the career education process.

Although these questions stem directly from specific needs, and are appropriate as starting points, they are much too global to permit any answers that provide much satisfaction. They are complex questions which, in fact, may be so complex as to defy response if the response you want must by simple, direct, and immediate.

Prevocational assessment is a process of question-asking. Our task in this presentation is to suggest some of the "right" questions to ask, raise cautions about interpretations and use of some of the answers obtained from those questions, and place the various assessment approaches in perspective.

The four main approaches to the assessment or evaluation of work potential I will present are those suggested by Neff (1966). Although there are some similiarities in procedures and a certain amount of overlapping in

the questions being asked, these methods have emerged from somewhat different parts of our society, serve different interest groups and professional disciplines, and have differing levels of complexity. These approaches include: (1) the mental testing approach, (2) the job analysis approach, (3) the work sample approach, and (4) the situational assessment approach.

Mental Testing Approach

While it is a widely accepted fact among educators, psychologists, rehabilitation personnel, and others interested in working with the handicapped that IQ and academic achievement are highly questionable as predictors of occupational readiness or vocational adjustment, they are still used in school programs. Publications from rehabilitation centers, evaluation and training centers and workshops de-emphasize this type of global assessment, but still find some value in portions of tests yielding information on intellectual functioning.

If one agrees that prevocational assessment in career education programming involves decision-making on placement in educational programs, then it becomes more apparent that as long as a student is in a career education program in a school setting and has additional academic training to complete before any final employment decisions are made, some measures of academic achievement and intellectual functioning may be needed. As intellectual and academic achievement measurements are still considered the best predictors for success in these areas, they do have some value if used

appropriately. Some of the advantages, disadvantages, and aspects of what constitutes appropriate use need to be discussed at this point.

Intelligence tests. The chief value of the results from intelligence tests, after their use in placement decisions for special educational programs are the clues that can be gleaned from them regarding specific aspects of intelligence that relate to vocational adjustment. The tests of intelligence that provide any payoff would be those that specify various aspects of intellectual functioning through specific subtests or those that are restricted to the measurement of only one factor. There are some major factors that have been isolated in factor analysis studies (Stephens and Peck, 1964; Tobias, 1964) that appear to be important correlates of vocational adjustment in training and employment. Among these are verbal ability, numerical ability, non-verbal conceptual ability, memory, and perception.

A listing of intelligence measures or subtests from intelligence measures is frequently interpreted inappropriately, so I am not going to list some tests which might be useful in these areas. There is a tendency by many people who desperately want more information about the handicapped individuals with whom they work to grasp at any measure mentioned and use it. What must be emphasized at this point is that the theoretical potential of any instrument can be invalidated by any number of problems associated with validity and reliability of psychological tests. These problems tend to occur with greater frequency in handicapped populations, particularly the mildly handicapped whose performances are difficult to interpret when there are frequently problems of emotional disturbance, motivation to take

such tests, English as the second language, and histories of failure experiences which may or may not relate to general intellectual functioning. Consequently, the position taken here in regard to use of intelligence tests or portions of such tests is one of basic pessimism when considering their use generally. If the user of such tests is qualified to administer and interpret such tests and is sensitive to the specific applications of information from these tests to decision-making for occupational training or employment, then some clues for tentative decisions are possible. Even then, however, the information should only be used in conjunction with other information.

Academic achievement tests. None of the currently used achievement batteries is truly suitable for most handicapped students in secondary programs. Some schools have eliminated achievement testing entirely for youth in work-study programs while others continue routinely to administer, score, and record results for handicapped youth along with all other pupils in the school. In the latter case, there is no real purpose for testing and little, if anything, is done with the results.

Achievement tests have been developed to examine individuals in the depth and breadth of their attainment in academic subjects. At the high school level, handicapped youth in career development programs have already reached a stage which calls for a shift in emphasis from an academic approach to preparing for life's demands through a functional, "hands-on" approach. One might question, then, the usefulness of achievement tests in academic

subject areas for students in such programs. If they are basically predictors of future academic success, then why should they be used?

Certainly, the ability to read, at least at the literacy level, is seen as a desirable objective by some students any many parents, and as long as an individual is enrolled in a school program there will be some concern (and/or pressure) for improvement of reading comprehension and vocabulary. The same is true for arithmetic.

The assessment question at this point becomes more specific: "What values are to be gained by using current, standardized achievement test batteries with mentally and educationally handicapped youth?" Current standardized batteries used with many handicapped youth are inappropriate or, at best, only gross screening devices. The assumptions upon which these tests were developed are violated when used with groups other than those stated in the manual and norms. The criticisms of these tests with the disadvantaged have eloquently pointed up these violations and the misuse of the results.

What alternatives, then, are available for secondary teachers? One alternative is to use achievement test batteries which have been developed in recent years for adult education populations, such as the Tests of Adult Basic Education (1969). The essential feature of these adaptations is in social interest level. Concepts oriented toward school children have been replaced by more adult-oriented concepts. Level E omits language testing and tests only reading and arithmetic. It is intended for individuals with severe educational limitations and is geared for reading levels of Grade 2

through beginning Grade 4. This description is not intended as an endorsement, but only to point up an alternative than may provide some refinements in measurement efforts. While this battery and others similar to it, such as the Adult Basic Learning Examination (1967), might provide some information pertaining to level of functioning and selection of materials, they are extremely limited in providing information for strengths and weaknesses or measuring progress as a result of instruction. For these purposes other alternatives are needed.

One of these is the use of individual diagnostic achievement tests or inventories. These have few direct implications for decisions regarding occupational training and placement, but are helpful in the educational phase of students' programs when strengthening of academic skills has been established as a prevocational objective. Again, the same cautions and concerns for validity and reliability exist with these measures as with any other psychological instrument.

A third alternative is a criterion referenced approach. This is essentially a nominal level of measurement that attempts to answer basic questions that might be posed in behavioral can-cannot, does-does not, or "go-no go" terms. It is an individualized approach that provides discrete bits of information which can lead to some decisions. For example, you may want to help John consider his qualifications and abilities as they relate to a delivery-man's position for a pharmacy. Crucial criteria to be considered for him in this job would include: (1) Does John have a current valid driver's license? (2) Can John read address labels? (3) Can

John follow directions on a city map? (4) Can John tell time? (5) Can John make change? The procedure for assessing abilities involved in each of these questions involves breaking down the operations involved in each task into decreasingly complex units that will indicate more precisely where the strengths and weaknesses in task performance occur.

This approach has the distinct advantage of providing the important elements of behavior that yield information which can lead to specific training or remediation needs. If the answer to the question, "Can John make change?" is negative, one could make an accurate prediction that John would not be able to function as a deliveryman as long as making change remained a crucial task. However, if this job were desirable enough to John for him to want to learn to make change, the criterion-referenced approach could be used effectively to pursue his level of knowledge and understanding of number concepts involved in the process of making change. This is not so for arithmetic achievement or diagnostic tests.

Aptitude tests. Test users who have become disenchanted with intelligence and achievement tests have often turned to aptitude tests as a logical approach to predicting vocational success and/or occupational readiness. Among the aptitude tests most commonly given in pre-vocational or vocational training programs are the tests of manual skill and dexterity. This primary focus of interest stems from the old view that "they are good with their hands." It is generally agreed, however, that the greatest occupational opportunities for these youth are in the areas where physical activity is more characteristic than mental activity. For this reason, the

performance apitude tests which are commonly used to assess manual and finger dexterity, e.g. speed, ability to follow directions, persistence, etc., have some utility.

The most commonly used manual and dexterity tests include:

1. Crawford Small Parts Dexterity Test
2. O'Connor Finger Dexterity Test
3. Purdue Pegboard
4. Pennsylvania Bi-Manual Worksample
5. Bennett Hand-Tool Dexterity Test
6. Stromberg Dexterity Test

These tests are portable, easily administered, and relatively inexpensive.

Users of any dexterity test with the handicapped adolescent should be aware of five basic characteristics: focus of dexterity, i.e. hand or hand and arm movement; work position; seated or standing; tools required; whether it is timed or not; and normative populations or samples.

Patterson (1964) has cited several problem areas specific to performance aptitude tests: (1) the apparatus or materials used have never been adequately standardized for precision, durability, and interchangeability; (2) the tests have been standardized on adults (although manuals often state the tests are appropriate for adolescents); many of the tests have little but face or "faith" validity because empirical validation is lacking or inadequate.

Paper-and-pencil aptitude tests have the same negative aspects for mentally and educationally handicapped youth as do group intelligence and academic achievement tests. Reading factors are again the problem. For

those handicapped adolescents who have no mental or educational deficits, these may have some usefulness. An example of a test which might be appropriate for an auditorially handicapped or orthopedically handicapped adolescent is the General Clerical Test. For those who do have mental or educational deficits, paper-and-pencil aptitude tests should rarely, if ever, be used.

The General Aptitude Test Battery (GATB) is a battery of performance and paper-and-pencil tests developed by the U.S. Employment Service (1963) for job counseling and placement. Since many educational programs refer all or some of their students during some phase of the program to the Employment Service, a discussion of this battery is appropriate. The GATB consists of twelve subtests yielding nine aptitude scores. The overall validity is questionable for handicapped individuals with a reading level below eighth grade due to reading demands, speed factor, lack of assessment in the areas of mechanical comprehension and reasoning, and the consistent reliance on multiple cutoff scores.

A more suitable general aptitude battery for handicapped adolescents is the Talent Assessment Programs (Nighswonger & Nighswonger, no date). It is composed of eleven action tests covering skills in visualizing structural detail, discrimination of objects by size, shape, color, and touch, dexterity, electric flow diagrams, and memory for structural detail. It has norms on normal and retarded secondary level students and was developed with the mentally and educationally handicapped in mind. For more information you may write to Talent Assessment Programs, 7015 Colby

Avenue, Des Moines, Iowa 50311.

Personality tests. In making a case for the importance of attempting the evaluation of personality involving personal and social behavior, there is the same problem encountered as that in previous evaluation areas-namely, trying to convince workers in the field to do it, and then proceeding to remind them how difficult it is to do. The very fact that it is so difficult in the area of personality is one reason there has been so little effort expended. Psychologists view it as unrewarding with the handicapped because there is a disappointing lack of instruments in the area of personality evaluation for those with poor verbal skills. Reading level again is the ever-present problem and poor oral communication skills affect attempts with measures that do not require reading.

In the area of emotional stability, for example, the many paper-and-pencil tests used in schools and psychological clinics with general student populations are highly questionable with students who have mental and educational handicaps. Reading and vocabulary deficits invalidate these measures and unstandardized modifications of them. Exceptions to this particular reliability problem would include some of the sub-tests of the Texas Screening Battery for Subnormals (Peck, Stephens, & Fooshee, 1964) which assess this particular area of personality and which have been standardized on a mentally retarded population. These would be appropriate for any non-reading or low reading level-group.

Burke & Sellin (1972) have reported on the reliability and internal consistency of an interview technique which is designed to measure one's

self concept of ability as a worker. They recommend its use by teachers and vocational workers as a diagnostic procedure in determining a student-client's need for improvement in his opinions of self worth as a worker. This approach is an alternative to paper-and-pencil tests and has some potential for eliciting information from those who resist or respond negatively to procedures requiring a written or motor response in personality tests.

A third alternative in personality evaluation is through ratings of behavior by other persons. Ratings can be made in narrative form through letters of recommendation, rating scales, or sociometrics. The reliability of these approaches is always questionable, but some useful information can be obtained that is not always available in self-report devices. An example of one of the more standardized measures in this area is the Devereux Adolescent Behavior Rating Scale (Spivak, Haimes, & Spotts, 1967). It provides a standard set of personal and social behaviors for raters to use in reporting the extent to which the behaviors exist or manifest themselves in a student being rated.

In summary, personality evaluation of some kind is seen to be vitally important in evaluating a student's potential for occupational readiness. Those involved in making the evaluations must be aware that any self-report device is limited when the student has (1) limited ability to read or hear the questions or items with understanding, (2) limited ability to express ideas verbally through speech or writing, (3) difficulty in reaching self-understanding, and (4) unwillingness to reveal himself/herself

honestly. In rating procedures, the limitations or human errors in judgment are the evaluator's source of frustration. But in spite of the feeling that one's hands are tied, secondary career education personnel should not surrender and wait for someone to provide a sharp knife, but rather struggle with whatever instrument that is available (that has any type of edge) until something more efficient comes along. Never should major decisions be made, however, on the basis of these gross measures along.

General adjustment. There are a few instruments that have been developed recently which are based on a criterion referenced approach concept but which are broader in scope than specific behaviors. These instruments are referred to as domain referenced instruments. The principle of this approach is that when there exists a body of information that a person should know in order to be able to perform, it is impossible to individually assess each piece of information in that body of knowledge, or domain. Consequently, that domain must be sampled with a selected number of items representing the domain. An example of this is the Social and Prevocational Information Battery (Rehabilitation Research and Training Center, 1974).

The Social and Prevocational Information Battery (SPIB) samples the domains of employability, economic self-sufficiency, family living, personal habits, and communication. These domains were selected because they have long been considered as important elements of adult adjustment

in the community. The battery is designed in such a way that it is appropriate for low-level readers and/or the mildly retarded. It can be administered in groups of 10-15 or individually and is untimed. It holds promise as an added assessment tool for making some important decisions in training and placement readiness.

Interest inventories. As interests are basic to motivation, there is some value in trying to ascertain the scope and strength of the interests of adolescents in a school program. Three efforts in assessing interests of the mentally retarded and non-readers through pictures have been developed. These include the Vocational Interests and Sophistication Assessment (Parnicky, Kahn, & Burdett, 1968), the Reading Free Vocational Interests Inventory, (Becker, no date) and the Wide Range Interests and Opinion Test (Jastak & Jastak, 1974). Of these three, the Vocational Interest and Sophistication Assessment (VISA) has currently published the most standardization data and appears to be promising because of the assessment of level of sophistication regarding vocations as well as vocational interests. It also can be used with the moderately retarded. Unfortunately, the scope of interest areas of VISA, as it is called, is restricted to Farm/Grounds, Food Service, Garage, Industry, Laundry, Maintenance, and Materials Handling for males and Business/Clerical, Food Service, Housekeeping, and Laundry/Sewing for females. Formal assessment of interests remains one of the weakest areas in the field and, at this point, is of limited value. Certainly it is of no more value than direct questioning and observation of students.

Job Analysis Approach

Predicting job success has not been the sole concern of educators and psychologists. Business and industry have been aware of the values of this for some time and initiated their own predictive methods during about the same time period as the development of mental testing. The major difference between this technique and the mental testing approach is implied in the name of the next approach to assessment that we need to talk about - the job analysis approach.

Job analysis focuses on the nature of a job, but does not end simply with a description of a series of task units for a given job. There must be a matching of these task requirements with some person who is known to have the ability to perform or learn them. Similarly, predicting job success from mental test data does not end with the psychological tests reports. There must be knowledge of what is involved in the kind of job in which one is predicting success. The position is taken here that any approach to prevocational or vocational evaluation cannot function independently, but rather must complement other approaches in the whole process of vocational evaluation.

Job analysis in the work setting is basically the same thing alluded to in criterion referenced testing in the classroom. The analyses of tasks, whether on the job or in school, constitute a procedure by which the evaluator tries to match task demands with individual competency. In order to use this approach, there must be a knowledge of resources available for job analysis.

The most complete source of occupations that list, classify, describe, and state requirements for virtually every known occupation in the United States is the series developed by the United States Employment Service. The Dictionary of Occupational Titles, Volumes I and II (Bureau of Employment Security, 1965a & 1965b), Volume III, Selected Characteristics of Occupations (Bureau of Labor Statistics, 1974), and the Occupational Outlook Handbook comprise the basic tools for the study of the job requirements and worker qualifications.

Work Sample Approach

The work sample technique grew out of a dissatisfaction with mental testing and the traditional job analysis approach. Such dissatisfaction is understandable because handicapped persons are rarely, if ever, adequately evaluated through techniques that have been developed for the majority of the general population.

The basic premise of work sampling has been that if one is interested in determining whether a person can do something, the most practical way is to put him/her to work doing it under conditions as realistic as possible, but which still permit accurate and reliable observation. The refinement of the technique has drawn on the strongest assets of both job analysis and mental testing to bring about a situation that has the potential for standardization and statistical strengths of mental testing and the personal observation of a person doing prescribed tasks of a job analysis. The logic of this premise seems unquestionable and there still are many today who use it as the only feasible approach.

There is no doubt that there are advantages to this approach. Sakata & Sinick (1965) and Neff (1966) have suggested some advantages of work sampling:

1. Work samples are concrete situations that are similar to or reproduce the tasks or task elements required on a real job.
2. Persons respond more naturally to a meaningful task than to abstract, unfamiliar contents of tests.
3. Observation can be more extensive and leads to direct information rather than inferential judgments.
4. Work samples minimize cultural, educational, or language barriers that prohibit the use of any other approach.
5. Many prospective employers are more receptive to satisfactory work sample performance than to test scores, profiles, or predictions from other sources.

Users of this technique need to be made aware or reminded of some of the disadvantages of this approach since there is still no research evidence to support it as the most effective means of vocational assessment or evaluation.

Patterson (1964) has been one of its most severe critics but others (Thomas, Spangler, & Izutu, 1961; Sakata & Sinick, 1965; Neff, 1966) have also pointed up some of its inadequacies. The following summary gives some of the weaknesses to consider:

1. Work samples are not the criteria for determining job success. They are still predictive devices and, as such, need to be validated as do any other predictive measures. Validity and

reliability evidence is still needed.

2. Choice of what work samples to use is subject to question, depending upon the characteristics of the community, changes in the nature of jobs, and changes in the nature of task requirements.
3. Work samples can be expensive, time-consuming, and require constant revision and reconstruction.
4. Equipment too often is used, obsolete, or makeshift.
5. Evaluation from observation must be done by trained personnel who are aware of the importance of objectivity and standardization.
6. The primary objective of work sampling evaluation is quantity and quality of production. This negates the evidence that suggests personality factors are more important in job success than productivity for many handicapped persons.
7. Evaluation through work samples is typically a "one-shot" assessment and, in so doing, assumes aptitude or competency (or lack of the same) without controlling for the variable of learning and experience.

Probably the most sophisticated and comprehensive work sample battery for the vocational evaluation of the handicapped to date is that developed by the Institute for the Crippled and Disabled (1967) in New York City. The TOWER System, as it is called, was first published in 1957 but a new revision appeared in 1967. The word TOWER stands for Testing, Orientation,

and Work Evaluation in Rehabilitation. The Institute for the Crippled and Disabled (ICD) has made significant contributions to the field of vocational evaluation of the handicapped with the TOWER System and its training program for vocational evaluators.

The new and revised TOWER System has fourteen evaluation categories with 5-10 specific work samples under each category. The examples shown here are of specific work samples under the categories of clerical, electronics assembly, jewelry manufacturing, machine shop, optical mechanics and workshop assembly. The categories have been carefully selected to provide a wide variety of occupations related to each skilled area. Over 2,200 occupations, for example, call for the skills involved in the work samples for jewelry manufacturing.

Only qualified vocational evaluators trained by ICD are permitted to use the TOWER System. This restriction has limited its use but increased its effectiveness of maintaining some control over evaluator reliability.

In summary, the TOWER System has a great deal to offer in work sampling at its best. The practical aspects of availability, expense, and length of evaluation period may prohibit general use. For more information on its usefulness or availability to you, write to the Institute for the Crippled and Disabled, 340 East 24th Street, New York, New York 10010.

More portable work sample systems which are being used more extensively in individual school districts or cooperative/joint agreement pro-

grams are the Jewish Vocational Service (JEVS) Work Sample Battery, Singer Vocational Evaluation System (Singer/Graflex), Wide Range Employment Sample Test (WREST), Thomosat System, and McCarron-Dial Work Evaluation System.

Some examples of specific work samples in the two major systems of this group, the JEVS System and the Singer/Graflex system look like this:

JEVS

Sorting	String and Washer Assembly
Disc Assembly	Auto Brake Lining
Clerical	Plumbing and Pipe Assembly

A new JEVS work sample battery called VIEWS has recently been developed especially for the vocational evaluation of the mentally retarded. It requires no reading ability, allows for repeated instructions using models, demonstration and practice. In addition, it is designed to assess vocational interests and work related behaviors. It will be available for purchase in September, 1977. For information on either of the JEVS systems, contact the Jewish Employment and Vocational Service, 1913 Walnut Street, Philadelphia, Pennsylvania 19103.

Singer/Graflex

The Singer/Graflex System contains ten work carrels outfitted with tools and equipment for sampling a variety of behavior. Each work carrel or station is equipped with a media unit to provide individual instructions for persons going through the work sample. The system consist of work samples in Basic Tools;

Bench Assembly; Electrical Wiring; Plumbing and Pipe Fitting; Carpentry and Woodworking; Refrigeration, Heating, and Air Conditioning; Soldering and Welding; Office and Sales Clerks; and Needle Trades.

Whether commercial or locally developed work samples are used, all have the advantages of realism but, if not used any differently than work sampling procedures so often are, most of the disadvantages and criticisms cited above still hold. Despite the criticisms cited, work sampling can be used advantageously in a career education program, provided there has been an effort to minimize the disadvantages. The practical implications of a public school incorporating such an approach into its evaluation and training program center around the availability of space, personnel, and funds. Whatever level of involvement with the technique, the program staff should strive to establish its own norms first, then assume as much responsibility as possible to contribute as much evidence as possible to the field regarding the validation of this approach.

Situational Approach

The job tryout or work trial is typically the last phase of an evaluation for work potential and readiness, since there seems to be no better way of finding out what a given individual's response will be until he is given the opportunity to try. The reality of a work situation provides most of the pressures and demands of actual employment that help to elicit answers to such questions as, "Can she follow directions?", "Can he take supervision?" "Can he/she get along with his boss and other employees?"

Previous evaluation procedures should have yielded information as the whether he can function in employment or on a given job; the situational approach is an attempt to determine whether he does function on a given job.

The prevocational or occupational program in the public school can approach situational work assessment from several points. These are basically relegated to in-school and out-of-school work assignments. Each will now be discussed briefly.

In-School Work Trial

Classroom Job Assignments - Students can be evaluated in their performance on regular, routine jobs within the classroom. The activities are not extremely varied in this situation and it may be that only a few at a time can receive assignments. The main advantages are that the work variables can be controlled more and the teacher is nearly always available for observation and immediate feedback for the student. A primary disadvantage, however, is the diminished social value of such tasks for this age group, particularly high school adolescents.

School Building Job Assignments - Students can expand their role as workers in a trial situation within the school building with assignments in one or more work areas. Typical work trial situations of this type include working as teacher aides, custodial helper, cafeteria worker, motor vehicle maintenance helper, library aide, office aide, etc. One school purchased commercial laundry equipment through Part D Vocation Education funds for on-campus work evaluation and did all the laundry work for the

athletic department. The reality factor of new and/or additional adult supervision increases the advantage of this level of prevocational assessment.

Out-of-School Work Trial

Evaluation and Training Centers - Private or public evaluation and training centers or rehabilitation workshops are used in varying degrees to provide work trial situations in a controlled setting away from school. The primary disadvantage is again the fact that increased conrol over supervision and work environment results in decreased reality in simulating competitive employment. Here are some examples of situational work evaluation stations at the Rehabilitation Institute, Kansas City, Missouri:

1. Envelope stuffing
2. Light bulb guard assembly
3. Heat seal packaging
4. Packaging and boxing

Job Trial in the Community - Job tryouts in the community are the closest situation possible to competitive employment. There is always some reduction in reality when one or more persons are aware that the person assigned to a job is a student and is on trial, but the advantages are great for providing the many variables that make the situation so nearly like what would be expected in competitive employment. The variables are, however, so complex that it is extremely difficult to identify the ones which may be causing a student to have difficulties in work adjustment. Here are some examples of jobs where physically or mentally handicapped persons

have been placed for evaluation:

1. Upholstery
2. Produce handling
3. Drill press operation
4. Dairy farm work
5. Machine shop work
6. Grocery stocker

The situational approach is based upon evaluation by observation and rating of performance on a number of variables. It does not attempt to provide a simple division between those who can make it and those who cannot. Most persons in any job, regardless of ability or educational level, fall into the majority on the continuum who can make it, but have some problem areas, and those who have many problems but manage to retain their employment. The use of rating devices in the situational approach serves as a basis for generally describing where a given individual will fall on the continuum and provides information for training needs and placement decisions.

The performance rating scale, then, is quite important and deserves some attention at this point. That is, the quality and value of a rating scale depends entirely on the observeability and value of the variables being observed and the skill of the person doing the rating. Rating scales have long been criticized for their reliability problems but have been used frequently in spite of their inadequacies. We have to keep in mind that if we reject standardized measures because of a lack of relia-

bility, how many more problems may be inherent in our home-made devices?

To sum up the situational approach to evaluating prevocational competencies, it can be said that it does offer a unique means of observing and evaluating a student's performance in actual or near actual life situations. The limitations of rating scales and raters are always present, but it is undoubtedly the most effective means of evaluating certain individuals who are resistive to other types of measurement. The four types of situational assessment environments commonly used in prevocational programs can be used independently for selected students or in a four-phase program through which all students typically proceed. However they are used, it should be remembered that the type or situation employed for a given individual should be as carefully selected and planned as any other evaluation approach that has been discussed. This approach is so near the ultimate criteria to be predicted, that failure experiences can be much more threatening to the student, and potentially misleading to the staff, than any of the other approaches.

Behavioral Analysis: An Emerging Approach

There is no doubt that the technology developed by professionals in the field of applied behavioral analysis has obvious implications for evaluation of work readiness or prevocational status. It lends itself particularly for evaluation when continous measurement of specific behaviors is needed. Whereas the evaluation approaches highlighted in this presentation are used primarily as one-time or occasional assessments, the behavior analysis approach is most effective in frequent assessments. Further,

whereas the basic approaches described above are usually multidimensional, the behavioral approach is usually undimensional or dyadic. This approach adds precision to the more molar approaches of psychological testing, work samples, job analysis, and situational assessment. Since it is a procedural approach and content free, it can be used with the molar approaches themselves as well as a supplement to them.

Medical Appraisal and Evaluation

One of the strongest influences state Divisions of Vocational Rehabilitation (DVR) have had upon public school programs upon entering into cooperative agreements has been the improvement in evaluation in this area of physical status. The improvement in evaluation in this area has provided new avenues for evaluating job readiness and potential. Typically the general medical examination required and paid for by DVR go beyond the token medical statements required for special class placement in schools. More importantly, there is a strong emphasis on follow-up examinations by specialists when there is any indication that this type of information is desirable. Schools that have depended upon DVR for these services may soon find that they have full responsibility for this under P.L. 94-142 and that DVR will no longer provide such services since this is being interpreted as a duplication of service.

There are many educators who might see this part of a complete prevocational evaluation as questionable in light of the time and expense involved and the final pay-off. If they use the research data which point to personality factors rather than physical factors as the crucial factors

in adult adjustment as support for this position, then their argument falls apart. There is overwhelming evidence to show the inextricable relationship of physical status to social and emotional behavior. For this reason, there should be an effort made to include as much data as possible on physical status and capacity of each student being evaluated. Further, inappropriate placements leading to the development or aggravation of some physical or health problem leaves the work training placement coordinator extremely vulnerable to liability suits if this type of evaluation has not been accomplished.

Conclusion

A sound prevocational evaluation program should be as carefully planned and developed as any other aspect of a career development program. It is based on some ideas, opinions, principles--whatever you want to call them--that indicate what is expected of prevocational evaluation and what limitations and sources of error in evaluation are. It is based on the positing of key questions that give direction to the entire process in terms of what you want to find out and what are the best means of acquiring it.

It seems obvious that the state of the field is such that no one approach to evaluation and prediction is adequate. This places workers in the field in a position of responsibility for continuous efforts in finding better ways of obtaining information. Public Law 94-142 requires individualized educational plans. These plans must be based on unbiased,

meaningful assessment data. Review of the students' performance to determine progress under the plan is also required. How can this be done without adequate assessment?

Because of serious deficiencies in most normative samples on measures, the criterion referenced and functional analysis of behavior approaches seem particularly appropriate for trial in a prevocational setting. The measurement approaches in current use such as psychological testing, job analyses, work samples, and situational assessment have unique features and should still be used systematically and purposefully with all students when their uniqueness can be capitalized upon at different stages. Medical appraisal should be a routine aspect of the total evaluation process. Informal assessment through direct questioning of students and their parents is, of course, essential.

It is important to remember that the emphasis should not be on a decision of which assessment approach should be used. Rather, the emphasis should be on what questions should be asked and then determine the approach or approaches most suitable. The questions to be asked will vary in type and depth for individuals but most often include the following areas:

1. Interests
2. Aptitudes
3. Academic achievement
4. Work ability (quantity and quality)
5. Personal and social adjustment
6. Self-confidence in work ability

7. Ability to tolerate pressures and work demands
8. Motivational and incentive values
9. Physical capacity (strength, stamina, coordination, dexterity)
10. Physical condition (health, specific physical or sensory disabilities)
11. Physical appearance
12. Personal history (personal, social occupation)

The process of evaluation appears to be overwhelming when viewed from a broad perspective and an ultimate goal. It must be remembered, however, that it is a gradual process that calls for varying types and degrees of information at different times in the prevocational training program and that it need not be the total responsibility of any one person at any one time. The prevocational coordinator will likely have the responsibility for coordinating the process and maintaining the records, but information can and should come from all others who are interested in and involved with the career development of adolescents who have handicaps.

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JOB PLACEMENT: How to Approach Employers

James S. Payne

I first became associated with the placement of handicapped workers sometime ago as a restaurant manager for Allens' Drive-in. It was at a time when it was popular for people to go to a restaurant, drive up, and order from a tel-a-tray unit and eat in the car. If you saw the movie American Graffiti our drive-in was similar to that one except instead of having the car hops deliver your order on roller skates we trained our car hops to sprint out to your car and then run back. It puzzled me why people would come to the drive-in and watch the car hops run back and forth.

I got involved in the restaurant business after receiving a B.A. degree in Psychology from Washburn University in Topeka, Kansas. After receiving my degree in psychology I quickly realized I wasn't employable. The fact remained I was eager to work but no one was interested in hiring anyone with a B.A. degree in psychology. Unfortunately no one told me when I declared my major that there was no market for people with a B.A. in psychology. So I answered an ad in the local newspaper; Allens Drive-In hired me, and within a short period of time I worked my way up to becoming the manger.

While being manager, it was a time when it was an employees market. That is, there weren't a lot of available people looking for jobs especially in high volume restaurant work. We traditionally put ads in the paper and signs in the windows saying "help wanted". One day I was visited by a

counselor from the Division of Vocational Rehabilitation and he asked me if I would be willing to hire the mentally handicapped. I told him that as long as an individual was warm, and breathed we would give them a try. He informed me that they had an individual, coincidentally by the name of Allen, that might be interested in coming to work. However, it was difficult to get Allen to come for an interview, therefore, he suggested I go to his home. At the time it seemed a little strange, but we were hard up for help so I went to the address he gave me.

I walked up to the door, knocked, a lady came to the door and I asked, "Is this where Allen lives?". She opened the screen door and said, "Yes, that's him riding on the bicycle." I turned and there was an individual in his mid to late thirties riding a bicycle up and down the street. This was a time when adults didn't ride bicycles. She proceded to open the door further, stepped out on the porch and yelled, "Hey, Allen, this guy wants to see you." Then she disappeared. Allen pumped up through the drive way. I stood there with the clip board and application blank in my hand thinking he would get off his bicycle, but instead he just rode around in a circle in front of me in the drive way. I was puzzled. I hesitated, didn't quite know what to do and stepped down in the middle of the drive way. He proceded to ride his bicycle around the circle and I continued with the interview. "Are you Allen Ward?" He replied, "Yes". I got his address, phone number, and I looked to see if his eyes were brown or black and what color his hair was and continued the entire interview while he was riding around in a circle. I asked if he wanted a job. He said yes. I informed him to report to work around 4:45, 15 minutes to

five. I told him to come in to the drive-in, drive past the back lot by the incincerator and come through the employee's door.

At exactly 4:45 he came pumping up through the back lot, past the incinerator, came to the door, opened the door, brought his bicycle inside, took a chain, and proceded to lock his bicycle to the Hobart dishwasher. I thought this was a little strange but I didn't say anything. I took him downstairs, put him in a uniform, and went back upstairs and I trained him to wash dishes. Within a very short period of time he was doing an excellent job and he continued to do an excellent job for a period of about 30 to 35 days. At that time we had an opening develop on the fountain. The dishwashing position was considered a portal position for entering people and therefore, when additional openings developed on the line, people graduated from dishwashing to fountain, and from fountain to garnish and from garnish to assembly, and from assembly usually to fry cook. I asked Allen if he would be interested in working the fountain. He said yes and he proceded to learn how to make shakes, sodas, sundaes, draw cokes, root beers, etc. It took him longer to catch on to this job, however, within a period of a couple of days he was doing quite adequately.

He worked the fountain for some time, at least a month to a month and a half and then an opening developed on the garnish. He was asked if he would be interested in working the garnish, he said yes, and so we proceded to teach him how to garnish sandwiches. It was at this point we really began to understand his problem. He couldn't read a word. We had to teach

him how to identify different sandwiches and what goes on each sandwich.

The reason I am using this example is because I want to explain what goes into a job that many times people view as rather simple, menial, and mundane.

He had to recognize the symbol on the menu and know the regular garnish on each sandwhich. Our Allen's Royal was the triple decker with two delicious hamburger patties, melted cheese, garnished with lettuce, tomato and mayonnaise and served with a golden helping of french fries. It was billed as a "Real Deal of a Meal". Obviously the advertising people hadn't tasted one of these morsels. There was the steakburger, the double steakburger, the cheeseburger, the double cheeseburger, the grilled cheese, the fish, the pork tenderloin, the combination salad with french or oil dressing, french fries, onion rings, barbacue beef sandwich, chili, you could also have a hot dog. And on the fountain you had to know coke, pepsi, root beer, on the menu the coke says no straw, pepsi says two straws, root beer says one straw. The reason for this is all restaurants have to have some way of identifying these drinks so that when the waitress or the car hop picks it up they don't have to smell it or taste it before it reaches you as the customer. This is known as the straw system. All restaurants have some system for determining one drink from another. Some use different places to set different types of drinks, or they put

them in different types of cups or they mark the cups in some way. We also had orangeades, limeades, lemonades, shakes, chocolate, vanilla, strawberry, pineapple, cherry. Malts - chocolate, vanilla, strawberry, pineapple. We didn't have cherry malts because when you mixed the malt and the cherry together it turned sour. We had coffee; you could have it with cream, we had sodas; chocolate, vanilla, strawberry, pineapple, cherry. We had milk; you could also have a chocolate milk. Also you had to realize if the order was inside, or if it was a curb order, or if it was to go. What designated inside from curb orders, was the size of the ticket. Inside orders were on small tickets, outside orders were on large tickets. The "to go" orders could either be outside or inside, and they were stamped with a big red To Go stamp.

On the garnish we had mayonnaise, mustard, pickle, onion, relish, tomato, lettuce, ketchup and special sauce. The special sauce was nothing more than equal parts of mustard and ketchup mixed together. In fact we hired a person to come in in the morning and pour a big can of mustard and a big can of ketchup in a vat, mix it up, and put it in bottles marked Allen's special sauce. People just loved it and they literally bought it by the case. You could also have a sandwich garnished with everything, which meant regular garnish plus onion. Also the sizes of our drinks were small, medium and large.

Let's take a simple order and demonstrate what a garnish person would have to know. First we will run it through the process for inside, then take the same order and run it through a curb process. He would be standing at the garnish table, the ticket would come down

on a board placed under one of the sandwiches. He would have to recognize it was on a small ticket, this means inside, that means it goes on china.

The customer wanted two royals one with mayonnaise, one steakburger with everything, one order of french fries, two cokes, one of them large, and a coffee with cream. A rather simple order. First he would bring up two royal plates, put the sandwiches on the plates, take the top off one of the sandwiches and put mayonnaise on it. And he would have to remember not to put lettuce or tomato on it, even though he may have already garnished 200-225 Royals with lettuce, tomato and mayonnaise. He's got to remember no tomato, no lettuce. Now I don't care if you have an IQ of 140, that's hard to remember. And he puts the top on the sandwich, puts fries around the outside, puts the plate under the heat lamp and he turns around, takes the next lid off the sandwich, puts mayonnaise, lettuce, tomato, replaces the lid, puts fries around it, puts it under the heat lamp. Now he takes a small plate puts the steakburger on the plate, takes the lid off. Remember it's an inside order, we already have Allens Special Sauce on the table,aand therefore he doesn't put on any special sauce, even though that's the regular garnish. But this person does want everything, that means regular garnish plus onion, so since the Special Sauce is on the table he just puts a pickle on the side, lifts the lid up, puts an onion on it, puts the lid back on and places it under the heat lamp. If he's working on the fountain it's usually done orally

rather than by sight. He would just have to remember two glass containers, one of them large, one of them small and no straw. Coffee, the waitress or the car hop would get it.

On the curb, same exact order. This time the ticket would be larger in size and be placed under one of the sandwiches. Instead of china he would pull down two baskets. He would place two sheets of wax paper in the baskets. Put the sandwiches on the wax paper. Take the top off of the first sandwich, put mayonnaise on it and remember no lettuce no tomato, replace the lid, put fries around it, turn the four corners of the paper over and hold them together with a toothpick. Next he would lift the lid off the next sandwich, lettuce tomato mayonnaise, lid back on, fries placed around the sandwich, four corners, toothpick. Then he would pull a piece of paper, place the steakburger on the piece of paper. This time Special Sauce, pickle, onion, wrap the sandwich, set it on a tray. Then he would get a sack, pick up the french fry tongs, open the sack up with the tongs, place french fries in the sack. Put the sack on the tray. Of course the fountain person would have to know the two cokes, one of them being large, go in paper cups. The coffee would be taken care of by the car hop. What we have here is a job that most people consider simple yet the speed with which these decisions must be made make working the garnish difficult for anyone.

It may be of interest to you to know that restaurants are one of the leading employers of the mentally retarded. There are of course

many jobs the mentally retarded can do other than work in a restaurant, I am only using this as an example because they are an important and active type of business employing the mentally retarded and I am very familiar with them.

I feel that the placement specialist should be as familiar as possible with different types of jobs and trends in jobs. For instance when the fad for eating in the car faded, the stand up high volume hamburger business replaced it. Places like McDonalds, Hardees, Griffs, and Burger King began to emerge. We were no different than anyone else and we had to change to meet the demands and the new trends. We changed from Allen's Drive-In to Smaks. Smaks Drive-In was the same operation using the same meat, the same buns, except now we didn't deliver the order to the car. The customer had to come up to the window to get the order. By doing this we eliminated some employees and we were able to reduce the price of the hamburger. The Allen's Royal became the Smakeroo while McDonalds had the Big Mac. McDonald's developed Ronald McDonald, we developed Smakey, Smakey the seal. The reason why the advertising people selected a seal was because they wanted to call it Smaky, Smaks seal of approval. I know that's corny but it sold a lot of hamburgers.

It was interesting to see the changes that took place in the operation. Many of these changes were in favor of the mentally handicapped. Procedures were developed to reduce the number of decisions on the job. For instance, it was possible during a rush hour to hire someone just to

fry french fries, or to hire someone to just wrap sandwiches, or to hire someone to just garnish all the sandwiches with the same garnish. This encouraged hiring the mentally retarded. Inventions such as the french fry scoop were developed. This eliminated the use of the tongs and greatly accelerated getting the fries into the bag. Also the french fry thermostat which measured the amount of moisture in the potato made frying potatoes a snap. When the fries were placed in the deep fat, and it was at a certain crispness, a buzzer would go off. These developments greatly aided the movement for hiring the mentally retarded.

We now have two trends in the high volume restaurant business; one trend is to garnish everything the same with the idea they can serve customers faster. The other facet is to encourage the customer to order sandwiches garnished to personal taste; these businesses are claiming to be looking at customers as individuals and assume the customers have a right to have their sandwich served the way they want it. They advertise this feeling with jingles like: Hold the pickles, hold the lettuce, special orders don't upset us. Dat dat da da da da da; da da da da. Have it your way. Do Do Do Do. Of course this philosophy greatly restricts hiring of the mentally retarded. This does not mean they won't hire the retarded but it does mean if you are placing a retarded individual into this type of operation, the job will differ greatly from your standard type high volume operation.

Advertising really puzzled me. We gave hats. We had growth charts. And yes, we even had a jingle. Our jingle went: It's the pickle in the middle with the mustard on top, with the ranch fresh meat from Smaks.

Yes its the pickle in the middle with the mustard on top with ranch fresh meat from Smaks. Ranch fresh meat from Smaks, Ranch fresh meat from Smaks, Bark Bark Bark.

Placement specialists and counselors can learn a lot about an organization thru its advertising.

As far as I am concerned, placement is extremely important. Yet, very few individuals involved in placement have been trained in how to get employers to hire the handicapped. Most placement specialists learn predominantly through trial and error and after a person works for vocation rehabilitation for a year or two, they are lucky if they have one good sales approach. To me this is tragic. If any individual took a job to sell a set of encyclopedias, waterless cook ware or a vacuum sweeper the company would not let nor encourage the future sales representative to learn by a trial and error process. First, the future sales person would learn a great deal about the product; second, they would learn how to present the product to a future buyer; and third, they would learn how to sell the product. Pay particular attention to the distinctions made between these three phases. One they learn everything they can about the product, two they present it, that means they develop a line of patter or a standard procedure for informing the customer of the product. This is not the sales pitch, this is nothing more than presenting the merchandise to the customer. The sales pitch comes when the presentation is completed and the customer says, "I can't afford it" or,"I don't need it." It is at this point that the actual selling

techniques take place. Any good sales person can show you a dozen ways why you need the product. In my opinion we can learn a great deal about approaching employers about hiring the handicapped from sales representatives. Many of us have difficulty telling a sales person, particularly a door to door salesperson, "No, I don't want any." Instead of developing techniques for telling a person "no" we develop avoidance skills and techniques so we don't have to face the individual and tell them no. We do things like install bolt and latch locks on the door so when the door-to-door sales person approaches we only open the door part way and quickly say, "No, we don't wany any," or we post a sign saying, "No Solicitors Wanted",or we put a sign in our front yard saying "Mad Dog". The other day I saw a sign that read,"Trespassers run the risk of incurring the wrath of our extremely irritable dog." To the experienced salesperson all of these signs of avoidance really communicate, "we're easy." If they can break the initial barrier of getting in the door our sales resistance will be low because we have not taken the time to develop the necessary skills of telling the person "no", even in our own home. Often times we are made to feel uncomfortable in our own home, sometimes to the point of feeling guilty.

It is interesting to observe an experienced sales person and study the techniques employed. For instance, to get through the door there have been numerous devices and gimicks developed. Such things as actually paying a future buyer in cash anywhere from five to fifteen dollars for just allowing the sales person in the door so they can present the product to them in some type of a sales pitch, is one technique. Often times this is billed as a dollar a minute just to listen to me talk. The secret

is they know once they get through the door especially with someone who resists, that after getting into the house it is highly probable they will make a sale. Other approaches are give-a-ways. They give you a door prize, can opener, perfume, cutlery, etc.; as you open the door or you just barely open the door and peek through. They dangle these gifts in front of your eyes and explain, "This is for you for just listening to me talk, I'll only take fifteen minutes of your time." Contests are interesting. For instance, if you enter a contest for a set of encyclopedias, you are assured of winning a trip to Florida, the Bahamas or somewhere. The only thing they forget to tell you is you have to go during the off season, you have to pay your own transportation down and back, etc. The approach is they get your name from your contest application. They come to your door, you answer the door, and you are informed that you have won a trip to Florida. In your excitement you open the door and they've got ya, you're easy pickings because they have broken through your avoidance barrier.

This upsets me to some degree and I am hoping that if you get nothing else out of this presentation you will at least take away a better understanding of yourself toward sales representatives and in addition take it upon yourself to develop skills not to avoid sales persons, but develop skills in telling people "no" you don't want any, especially in your own home. Also I would hope that you would cultivate an appreciation for skillful, professional sales representatives. There most certainly is an element of professionalism in sales. I must admit that I admire a good sales presentation. In fact one of the greatest joys I

have in life is listening to sales persons try to sell me a vacuum sweeper, or a book of encyclopedias or some stainless steel cookware. I can guarantee you, that when listening to a sales person sell you or at least attempt to sell you in your own home, alive and very human, it is much more interesting and entertaining than watching Columbo, Kojak or the Captain and Tennelle.

It is interesting to watch the approach after they get through the door. They come to your own home, you may offer them a chair but they actually, cleverly and usually tactfully get you to be seated where they want you to and they take a chair where they want to. For the most part your back is placed against a wall. Usually there is a table, coffee table, in front separating you from the sales representative. Their brief case or some packet of some type is set on the floor by the chair. Initially for a period of about a minute to a minute and a half some small chit chat takes place. This is known in our profession as the establishment of rapport. After rapport has been developed they begin to take things out of their brief case, usually they are large pieces of paper that are plastic coated, and as they are unfolded they end up being about 6' x 6' and the salesperson begins to explain the different aspects of the product they are selling. For instance, in an encyclopedia sales presentation they tell you how it is bound and how it is sewed and that the writing on the covers are embossed in gold, etc. They lay the 6' x 6' brochure on the coffee table and they take out another 6' x 6' sheet and lay it on one side of the floor and then they

pull out another one and lay it on the other side of the floor. Then in some extreme cases they may even pull out a portable easel and sit the easel up and then sit a packet or booklet or something to display usually on their right hand side. After a period of five minutes if you will just stop, look around in your own home, you will quickly realize that you can't see your coffee table, it's difficult to see your rug, he is sitting in your favorite chair, in fact you are in your own home and can't even recognize it. He has very cleverly taken over your environment and he has moved from the defensive entirely to the offensive. Don't get alarmed at this. Analyze and study how it was done. Learn to appreciate it, because this is nothing more than a presentation, the delivery, it really doesn't have much to do with the sell.

As you develop skills in resisting salespersons you may want to restrict yourself to experienced salespeople and not bother with novices. The reason I mention this is because there are some aspects of sales that I don't like. For instance there are regional sales representatives that have salespersons working under them. They get a commission from all sales made and the more people they can get working under them the better. One procedure that I dislike is when they place ads in local newspapers and entice young people going to college or going to high school into part time or full time employment with the high expectation of making a lot of money. Work evenings, two to three hours a day and earn $600.00 a week. The new recruit, reports to the training center which is usually located in a plush motel. They get you

in a small room with other new recruits and they proceed to explain how you can make some money. They show you the product and all the advantages of the product, they show you how to make the presentation. They display graphs and charts as to the success of other sales representatives and usually they have a salesperson there who is young and that you can identify with who gives a testimonial explaining how successful he or she has been. Often times they supply you with a xerox copy of the young successful salesrepresentative's previous year's tax statement. Before the meeting is over they will have you standing on a chair raising your fist in the air shouting Money, Money, Money. You go home, you can hardly sleep, your eyes are open, they are about the size of half dollars, you cannot wait until the sun comes up so you can get out and start to knock on doors. You proceed the next morning to knock on doors and you can't get in. You keep knocking on doors and you still can't get in because you have no experience. Ultimately what happens, in frustration, you end up selling one to your mother or to your grandmother or to some close relative. You go out and you try to sell some more and low and behold you can't do it. In total confusion you return the display kit to them with only one sale. Don't you understand what has happened? The regional sales representative has made a sale to your mother without ever leaving the motel. In other words, the gimmick is, they got through the mother's door with her own son or daughter and they didn't have to give away a $5.00 bill, cutlery or a trip to Florida.

I don't like this. Therefore when you encounter a novice in the sales field, immediately throw him out of your house. How do you identify a novice? How do you know when somebody is new in the sales field? It is quite easy, after they present for a period of three to five minutes, interrupt them, just get up. Say you're going to get a cup of coffee or a coke. Ask them if they want a coke or a cup of coffee, but don't wait for their response, just go ahead and get it. Then when you come back, place the coke or coffee before them, sit down and if they have to start the presentation over from the beginning or they have to repeat a large portion of their presentation, they are a novice. At this point, pick up all the papers that are laying around, crumple them up, stomp on them and in a rage shout, "Do you think I am an idiot and can't remember what you said, you have insulted me in my own home, get the hell out of here and I never want to see you again." At this point kick his brief case over, tell him if he is not out of the house in two minutes you will call the police. At this point pull from your pocket, the police telephone number written on a 3" x 5" card and explain, "If you think I'm kidding here is the number right here," and then start walking toward the phone.

Why am I so emphatic about dealing with novices in this harsh way? The reason why, is because I am hoping you will be so aversive with this novice and you will get him so confused and so scared that he will quickly make up his mind that he is not a salesperson. And of course I'm hoping this will be done prior to him selling a set of encyclopedias to his own mother. I firmly believe if you do this you have per-

formed a public and humane service. The novice will get so excited he will leave some of his kit in the house, he will go back home and he will think about the things that have happened and return the remains of the kit to the motel, frustrated. If the person goes home, thinks about it, rolls his sleeves up and develops additional skills then he was meant to be a salesperson in the first place, and you probably contributed to the acceleration in the development of good honorable sales techniques and skills.

After a sales representative gets all the way through their presentation, they merely stop and wait for you to say you can't afford it or you don't need it. At this point they begin to really sell the merchandise. They begin to explain ways in which you can't keep from affording it, the multiple reasons you need it, and at this point they've probably got you. The thing you must keep in mind is this. They are in your home on your property, and it is your money and you do not have to buy the merchandise. You are not under any obligation to buy the merchandise. One simple approach is as he completes his presentation, looks up and is ready for you to say you can't afford it, you merely give him a hand. Applaud a little bit and compliment him and tell him that that was one of the finest presentations you have ever seen or heard. And if possible go back and specifically tell him what you liked. If necessary tell him what you didn't like. And then you conclude your feedback with,"But I don't want any". You might even add, "I am confused, I don't understand it, such a good sales technique, such a good product, I can afford, I need it, I'd use it, but I am not going to buy it." Just

look him right in the eye. There is no comeback to that. Under any circumstances don't buy.

Employers are no different than we are. Rather than developing techniques for telling us no, they don't want to hire the handicapped, they develop skills for avoiding us. Don't kid yourself. Employers are approached by many organizations that ask them to hire the handicapped or contribute to organizations and quite bluntly they get gun shy. The thing that the placement representative must be aware of is when you approach your employer and the employer doesn't hesitate to let you in to talk to him; this employer may have developed skills to tell you no.

Unlike selling encyclopedias or waterless cookware, our job is in my opinion, more pleasant, more trustworthy, more honorable.

When approaching employers we have identified three distinct phases: 1) acquisition, 2) development and 3) maintenance.

Acquisition refers to your initial approach or contact. It's getting your foot in the door. Development is getting the employer to try a handicapped person out on the job and maintenance refers to the actual hiring of a handicapped person full time for pay.

We have also been able to group employers into three categories and develop three distinct approaches to placing handicapped individuals on a job. The three types are: 1) saintly conformist, 2) materialistic, and 3) sociocentric.

The saintly conformist, is a conservative employer, usually one that is operating his own proprietorship. They usually pull themselves up by their own boot straps. They believe that the way you get ahead is through preseveration. You keep your shoulder to the wheel and your nose to the grindstone. Often times they are family people, they have basically started the business and developed the business for their family. They believe in rules and regulations. As a business person they look at themselves as a pillar in the community and that they have a responsibility to civic organizations and just causes. They run their organization usually through an autocratic fashion; they have policies, rules, guidelines. Often times the rules are posted for the workers to see. They punch in and out on a time-clock and their organization may be described as somewhat rigid.

On the other hand the materialistic employer is more cause and effect oriented. They are slicker; rather than perseverating to get ahead, they are seen as more calculating; it's who you know, rather than what you know. They like to display their success through the winning of awards. They are production oriented. They like charts and graphs and they display themselves through the purchase of digital watches, the driving of large cars, dressing in the latest fashion and, all in all, they just look and act like a sharp business person should look and act.

The sociocentric is a new breed and has really only been brought to our attention within the last five to eight years. This individual is rare but important. They have usually inherited the business from their

father or a close relative. They are not production oriented, they are people oriented. They believe that the real purpose in life is not to make money or to develop a large corporation but the real purpose in life is fellowship, loving, getting along with people. These people are opposed to competition, they are not obsessed with production, they just want to get the job done and they develop an organization around employees. Their organization takes on the atmosphere of, one big happy family. The success of the organization is judged in how well the employees get along. You seldom have difficulty getting in to see these employers for their door is always open. But watch out, at first glance they look easy, very easy. But they are the most difficult to sell. The reason why is because they do not like to make decisions. They are not autocratic: their company or business is run a great deal on committees. It is seldom that this individual makes a unilateral decision. However, if you find one of these types of employers take heed, for since they are not production oriented, if they ever hire a handicapped individual they will take one of your most limited clients. There are individuals on rehabilitation case loads that are extremely limited, very difficult to place, and they never really will be competitive. However, they are human, they are interesting, they are people, and as long as you are not obsessed with production, they are indeed employable.

Now let's look at the acquisition stage and see what we do with each of the three types of employers. Remember during acquisition you are just getting your foot in the door to present your program your merchandise.

During acquisition the saintly conformist employer wants a direct approach. He wants to know exactly why you are there, what you are doing and he wants you to be matter-of-fact with no ifs or buts.

As with any introductory relationship between two people you first establish rapport. You have heard this in your counselling courses, your special education courses, and your psychological testing courses. Yet few professors explain how to establish rapport. It is assumed you know how, just as it is assumed you know how to praise children when they do well. Additionally, we assume while praising you can touch the children, reinforcingly. Have you ever shook hands with a person who can't shake hands? Sort of like a wet fish. Well, I question if these people should touch kids without training. I question if all people know how to praise, and I know a lot of people have no idea how to establish rapport. They are at a loss of words and/or ideas for talking to another person. Just as some people can benefit from instruction on shaking hands, there are some people that can benefit from instruction on establishing rapport.

Now let's decide what the saintly conformist looks like and how you carry on an intelligent conversation with him. Saintly conformist employers traditionally dress conservatively. They wear plain brown or black shoes, usually a little scuffed up. If wearing a suit they usually look uncomfortable. Their office may have a Rotary sign or a plaque usually indicates years of service. Being associated with an organization over time is important. They will usually have a picture of their family

on the desk so as they are working at the desk they can casually look up and see their family from time to time. Of course, one topic of conversation is to ask wh, the pictures are. Obviously, he is not going to have a picture of his mistress on his desk. He will explain it is his wife, these are his children or his grandchildren. With little prodding he will tell you everything from soup to nuts about his family. When he takes a breath you may wish to pull out your wallet and promptly display your family. You have struck a common cord. You are what we call establishing rapport. Do not look at this as conning or manipulating someone because I am sure you will enjoy talking about your family just as I do and just as he does. If you don't have a family, talk about the armed services. Invariably these individuals have served in the armed services. Ask what war, where stationed, etc. Share your service experiences. If you haven't been in the service, talk about church, Rotary, local politics, CB's, etc.

Once rapport has been established, begin to present your program or product. One approach that works well with this type of employer is to tell him exactly why you're there. Share information pertaining to your organization, and give him a printed outline of what you want to talk about. Accompanied with the outline you may wish to issue a pencil with your name, telephone number, and suggest he may like to take notes while you talk. Assure him you are only going to take a few minutes of his time because you know he is a busy person.

Remember this person is a traditionalist. You must look straight, you must shoot straight, and on your exit be sure to give him a business card. The card should be a traditional card that is white printed in black. Do not use something flashy such as orange or blue cards. All in all, you develop an approach of presenting your organization in a straight forward, matter-of-fact, direct manner.

The materialistic employer respects and admires competence. They don't want to be told, they want to be sold. They want to be convinced. These people are production-minded. They like brochures, but the brochures should clearly state objectives and include charts and graphs that demonstrate success. These individuals want a polished type of approach that is not regimented.

It is easy to spot the materialistic employer because they look, act like and have the expectations and needs of our stereotyped traditional, eager, competitive, business individual. Their office will be more plush than the saintly conformist's office. If they have a Rotary sign or a plaque it usually indicates they have held a position in the organization rather indicating years of service. If they have pictures of their family, they will usually be placed on the wall rather than on the desk. Keep in mind these individuals want to demonstrate their success and they, so to speak, wear their accomplishments on the cuff. For instance, the photographs of their family will be nicely framed and usually it will project a group picture. And under no circumstances will he have a polaroid picture of any member of his family taped to the

wall, or setting on his desk. The polaroid pictures are usually in the middle drawer of his desk. This individual doesn't necessarily want to talk about his family, however, they may wish to talk about their son or daughter's accomplishments in school, local organizations or committees he/she may be serving on. One topic of conversation that is almost always sure to elicit some response deals with sports. You can usually get a tip on the preferred sport by looking around the office for trinkets and trophys. If you don't want to talk about any of these things, you may wish to talk about the furnishings of the office or possibly clothes or the latest fashions. One topic of conversation that I have found most, if not all materialistic employers seem to enjoy talking about are shoes. These individuals seem to have a thing about shoes. Most of them wear Florshem wingtipped shoes, well shined. And when sitting in a chair you can't help but notice how they flash these shoes around. They cross their legs and lift up their foot and just seem to be proud of their shoes. This displaying of shoes happens unconsciously and when a person merely comments, "Boy, I sure like your shoes, where did you get them?", the materialistic employer will begin a short dissertation on their construction, their history and of course, their cost. In this day and age digital watches are good topics of conversation. The alert counselor is aware of the latest fads that appeal to materialistic employers - such things as pocket calculators, ping putters, graphite shaft drivers, etc.

Once rapport has been established the program or product is presented

in a brief, yet comprehensive fashion. Once again charts, graphs, all types of visuals, dossiers, vitas, photographs, etc. are helpful in selling the program. It is important to mention that programs should not be oversold. Materialistc employers are realistics, therefore, they want the strengths as well as the weaknesses presented. It is also important not to label people as being mentally retarded or emotionally disturbed or orthopedically handicapped. Most materialistic employers get these, somewhat technical terms, confused and they would prefer a matter-of-fact explanation of the client. They want to know exactly what they have done in the past, work-wise. They want it laid on the line in a clear fashion and as objectively as possible. It should also be kept in mind that materialistic employers are enticed by slogans such as, "it pays to hire the handicapped." The key to working with materialistic employers is to be objective and, whenever possible, submit facts and figures. It should also be pointed out these individuals enjoy a novel approach and here a flashy card of chartreuse or firey red may be issued upon your exit.

The sociocentric employer must develop trust before they will take on a handicapped individual; trust in the placement specialist. Therefore, the minute you spot a sociocentric employer do not try to make a quick sale. This individual does not like to make decisions. They usually turn the matter over to a committee. However, prior to turning it over to a committee it is extremely important to actually cultivate this individual over a period of time so they will present your proposal to the committee. You can probably figure you are going to have to make

anywhere from six to eight visits before you begin to really try to get the individual to hire a handicapped person.

This individual is much more casual. It's easy to get in to see them. They usually are casually dressed, wearing a sweater or a sport shirt. These people seem to wear Hush Puppies or some other type of comfortable shoe. In extreme cases you may find them to be wearing thongs, Earthshoes, or sandles. It's a sure bet if you find a business person in the capacity for hiring that isn't wearing socks, you probably have a sociocentric employer. These individuals enjoy talking about people, feelings, fellowship, togetherness. Common topics of conversation center around ecology, the Alaskan pipeline, zero population growth, and bicycling. Their offices will usually display a poster which says, maybe something like, "Today is the first day of the rest of your life." Of course it's always a good bet to make some comment on their poster or their favorite saying.

The most important thing to remember about the sociocentric employer is not to move too fast and not to try to make a sale on the first trip. It is advisable to invite the sociocentric employer to your organization to show him your facilities. Or ask the individual if you can bring a small group of handicapped clients to their organization for a tour. Invite this employer for coffee or take him to lunch. But under no circumstances press the issue of hiring the handicapped. Explain what you do and what your job is, but turn the conversation toward him and ask questions about his organization. Become interested in his concerns and keep in mind that only when he feels you are real, you

are trustworthy, you are sincere, will he even entertain the idea of trying one of your products. As you exit the first time, rather than leaving a business card, pull from your purse or jacket a small piece of paper, which at the top of the paper might say, "From the desk of so-in-so," and then you write, preferably print your address and phone number with a bold marking pencil. This personal touch, the act of spontaneity, appeals to the sociocentric employer.

The sociocentric employer is delicate and you can't rush in. The counselor must lay back, be nondirective and sense when the timing is right to have him try out a handicapped client. Often times, I have found that after six to eight contacts the sociocentric employer will inquire as to how he may help or how his organization may help, or possibly even ask if he can try to hire a handicapped employee. Regardless of what happens don't make it look like a do or die situation. If necessary only place the client on a part time basis or for two days a week or three days a week. Don't overwhelm the sociocentric employer.

As you look at these three types of employers, I want you to think of how diverse a good placement specialist must be. If you are enrolled in a class pertaining to placement, the class should cover a wide range of topics. Just think of the things that counselors must be able to talk about just to establish rapport: religions, families, automobiles, bicycles, civic organizations, clothes, shoes, pocket calculators, digital watches, pollution, ecology, wall posters, various

types of wine, specific sports, etc., etc., etc. Once you've established rapport and you get your foot in the door and they say that they will try a handicapped person on the job, then you begin to enter the development phase.

During the development phase your efforts will be to assist the employer in developing confidence in working with a handicapped individual. You play a supportive role to the employer and you are there to constantly let him know he isn't in the rehabilitation process alone. In other words, no one has merely dropped a handicapped person on his door step and left him to shuffle for himself.

The techniques involved in the development phase are rather simple to master but difficult to implement because of the time involved in continual contact. Many programs have excellent placement procedures but fail to provide the necessary supportive services to assure continued employer involvement. The placement counselor must view the development phase as a partnership with the employer.

With the saintly conformist employer, the counselor merely tells and retells the employer how important he is to the rehabilitation process. He explains that without the employer's interest and support there would be no rehabilitation process. And most importantly he continually explains that the employer is the nucleus, the center, of the rehabilitation process. At no time is the counselor lying or exaggerating, for the employer is in fact the central figure, but the saintly conformist employer must be continually reminded and appreciated for

his involvement. When things go wrong, the counselor will be expected to make suggestions and will be expected to stand by and support the client as well as the employer in times of stress and conflict. Solutions to problems are expected to be direct and are usually presented in a sort of cookbook fashion.

Unlike the saintly conformist, the materialistic employer does not want to be told how important he is, he wants to be shown how important he is. The showing of importance can be displayed in charts and graphs or pre and post photos or objective testimonial feedback. It is important to know that most materialistic employers are not interested in comparing handicapped employees with other so called "normal" employees but the materialistic employer wants to see signs of improvement and growth. Growth does not have to be demonstrated in production. It can be in attendance, numbers of positive comments toward the job, pre-and post photos, illustrating changes in appearance, etc. Here the placement specialist must develop skills and a sensitivity for finding important working variables and behaviors in addition to developing ways to measure these variables in small increments so growth and improvement can be shown. The counselor must become an expert in observation. Yogi Berra once said, "You can see a lot by observing". This is the technique and skill to develop for the development stage for the materialistic employer.

The sociocentric employer is not production minded nor competitive. He must discover things are working out and the major concern is, "Does

the handicapped individual fit into the family type organizational structure?" During the development stage the counselor should ask leading questions that will get the employer talking about the client. "How is Gerald doing? How does he work around other employees? He sure seems to be happy at the unit. Have you noticed this here?" When problems arise, the counselor merely responds with, "Yes, I know it is really difficult, what do you think we should do?" The sociocentric employer does not want to be shown or told how important he is, he wants to be involved. Involvement comes from a type of questioning that turns the problems back to him for advice. Gradually he discovers he is very important because he is solving the problem and no one tells him what to do.

Finally, maintenance is where the employer hires the client full time and is ready to take the client on as an independent employee. The employers reach the stage in the rehabilitation process where they know the employee is good. The saintly conformist no longer needs to be told he is important. He usually goes around telling others and giving testimonials and becoming an advocate of hiring the handicapped. The materialistic employer goes around sharing with others documents which indicate success and often times will apply the same techniques used with the handicapped with other employees. The sociocentric employers intuitively arrive at the decision that everything is working out, and additionally may request other handicapped clients be sent for future employment. A word of caution is necessary here, for just as the socio-

centric avoids making decisions, once a decision is made and a handicapped person is hired and the sociocentric employer appreciates and likes what has happend, they often can't say no. In one program a sociocentric employer got so turned on he took on so many severely handicapped clients that he finally went bankrupt. Once the sociocentric employer attains maintenance skills it may become an important part of the counselor's role to actually restrict the hiring of future handicapped employees. In other words, the counselors role may be to protect the sociocentric employer from overdoing it or from over extending himself.

Obviously the placement process is complex and I feel there are definite skills and techniques that can be learned that aid the counselor in placing handicapped clients on jobs. In summary, I feel it is important to know as much as possible about specific jobs such as we learned through Allen at the garnish table.

It is important to know ourselves and our own weaknesses towards sales. It is important to relate our feelings about sales to potential employers of the handicapped. It is important to develop a thorough understanding of our product, develop skills on how to present our product as well as develop techniques on how to sell our product. It is important to learn and know as much as we can about employers. We must learn to know employer's needs, know how to establish rapport with varieties of employers, and how to carry out the placement process from acquisition to development to maintenance. Several years ago I heard

the comment, "To be involved with the placement of the handicapped is to learn the inevitability of failure," and I would like to add that without the prospect of failure there would be no challenge and without challenge, I for one wouldn't be in the business.

On-The-Job Training

Joav Gozali
Jewish Vocational Services - Milwaukee

Work has a more profound effect than does any other human activity in determining peoples' lives, because it is through the mechanism of work that society distributes its wealth. Work frequently determines the individual's socio-economic status, socialization pattern, and relation to goods and services. Even more significantly, work in our industrial society is the most important differentiating characteristic that defines adults; that is to say, adults validate their adulthood by working and providing for their families. In the minds of most adults in our society, work is an activitiy in which one needs to engage regardless of economic necessity. Indeed, longitudinal surveys report that American men would work and produce, even if they were not compensated for their activities.

Work also provides the place where most people engage in their primary socialization. Work tends to determine the family interaction pattern. For example: Hours spent at work clearly define the hours that are being spent with family members. The nature of the work that one engages in often determines the nature of interaction with family members, so that the importance of work transcends most other human activities. Given the centrality of work as an activity, it is of paramount importance for us to understand how we prepare our youth to assume their work roles, and how we prepare our youth who are handicapped,

the subject matter of our present discussion.

In order for us to relate to the questions about the preparation of youth for adult roles, we need to establish some theoretical frame of reference that will consider the making of an individual, the making of social structures, and laws that govern the behavior of society and its members. I propose that to take a look at work is to study the interaction between the individual and society at its foundation.

For the purpose of this presentation, work is defined as the dynamic transaction which involves the production of something of value for other people. Clearly, the definition emphasizes that work is both the medium within which one produces as well as the social modality where values are being placed on production. To talk about individuals working in isolation is meaningless, inasmuch as that an activity in isolation does not have social value. We must, therefore, be attentive to the social as well as the personal nature of work.

For many years, the theoretical models used to describe the interaction between the individual and society, as related to work, were static models. There are two basic theoretical approaches to the problem: One approach identifies itself with the innate properties of the individual and the accommodations made by society to those properties. For example: Trait theory and similar theoretical models propose that people have certain innate traits and combinations of traits. These traits mature and are expressed in vocational choices in the world of work, so that the social environment makes accomoda-

tions to individuals' traits.

The second approach emphasizes the adaptation of individuals to performing roles designed to insure the well being of the collective. Society encourages expression of certain attributes and discourages others through a system of rewards and punishments. For example: Societies that have space to conquer encourage extroversion and aggression. Societies that experience crowded conditions reward introverted and mild behaviors. In the second approach, it is the individual who must adjust to societies' needs and aspirations.

The theoretical model that I propose does not deal with "fit"; that is to say, either with the way the individual fits into society or the way that society shapes the individual. Rather, my model deals with the processes by which individuals "become" and society "becomes."

The first set of assumptions pertains to the making of human beings. The building blocks of human beings are three components: (1) biological, (2) affective, and (3) cognitive. The three components are sufficiently interdependent that they can be separated only for discussion purposes. We used to think, for example, that the nervous system was a passive structure responsible for carrying messages to and from the brain; that is, that only the brain can screen, identify and react. We know now that a considerable amount of screening is performed at the sensory level. This means that we can discuss a cognitive functioning of the sensory system. Similarly, as has been pointed out by Silvan Tomkins (1962, 1963, 1968), and Antrobus (1970), it is possible to evoke affective states by manipulating the muscular structure which, in turn, activates the nervous system and the affective system.

The interrelations between affective and cognitive subsystems have been most eloquently demonstrated by Schachter. He and his associates were able to demonstrate that certain levels of stimulation can be labeled as pleasant or noxious, depending upon the context within which the stimulation was identified. The function of human beings, therefore, is determined by the constant interaction among these three components. The consequences of these assumptions to the definition of "handicapped" are rather significant as shall be seen later.

The second set of assumptions concerns the individual's functioning within a social context. Individuals are defined within societies in relationship to their institutional functions. The building blocks of social structures are made up of three basic elements: (1) physical, i.e., geography and natural resources; (2) temporal, i.e., the history of the animate and inanimate objects; (3) ideology, i.e., the beliefs and aspirations of the people. It is only analytical abstraction which makes it possible for us to discuss these three elements as if they had independent existence.

Society evolves social institutions in response to the three elements identified as: physical, temporal and ideological. Those social institutions are the modality within which people function, change and contribute to the change of these institutions. An example of the ever-changing nature of the social building blocks is Saudi Arabia. The Saudi Arabian peninsula is a vast desert. The people who live in that desert are Nomads who profess Islamic ideology. Oil was discovered in

large quantities in the peninsula. It brought about the creation of a new industrial society. Present oil utilization figures suggest that Saudi Arabia will "run out" of oil within 100 years. The implications of both the finding and "running out" of oil to the society are clearly enormous. If the Saudis invest a great many resources toward the utilization of solar energy, desalinization of sea water, etc., they may be able to turn the peninsula from a desert to fertile land. The implications of this to the ways the people live and interact are significant.

The third set of assumptions deals with the principles which govern the dynamic interaction within and between the building blocks of both the society and the individual; that is, principle of dialectics as expressed by F. Hegel. Simply stated, dialectics suggest that all phenomena is a function of a synthesis of two opposing elements. For example, we know that all matter is made up of nuclei and electrons which are held together by the interaction between positive and negative electric charges. In the field of psychology, it is relatively simple to identify the influence of dialectics. All schools of thought in psychology have been influenced by S. Freud's psychoanalysis. Freud's most basic formulation is that psychological phenomenon is a function of the interaction between two opposing instincts: Life instinct, or Eros, and death instinct, or Tenattos. That is to say, from the moment of birth, the organism must express both of its instincts, and that such expression will persist throughout the life cycle.

For discussion purposes, we can identify similarities between the building blocks of man and society. The physical environment is similar to the biophysical constitution of the individual. The temporal dimension of society is similar to the cognitive-developmental system, and the ideology is similar to the affective system. The assumptions we have made about the building blocks and their internal and external dynamic properties present us with an analytic task of considerable magnitude. It is unsettling to our notions of stability and permanence to perceive life as a constantly shifting panorama.

Accepting these assumptions, we can then say that people are continuously in a conflict situation within themselves and with others, and that our society is involved in conflicts and conflict-resolutions. Theoretical conceptualization of the "fit" and "match" between individuals' abilities and social needs are inadequate because even if such fits were possible, it is so only for such a short period of time that it should not concern us. I maintain that it is preferable to accept the fact that in our society, conflict and conflict-resolution are the modus vivendi. That is to say that, when we analyze any social phenomenon, we need to look at it as being a function of conflict-resolution rather than as being evolutionary or incremental. In that respect, my analysis will be dialectic in nature where forces and counter forces are responsible for shaping the social structure. Our democratic society and its institutions are the arena where diverse interests and forces come

together to involve themselves in the process of recreation of society.

I feel that I have the obligation to suggest to you that what I state theoretically has empirical observation for support. For this purpose, I shall return once again to the world of work. I think that none of us needs any further elucidation on the fact that work is the most central activity in adulthood. At the same time, work has become ever so problematic. People all over the world are refusing to work or are refusing to accept work as necessary or desirable. It is my perception that, since the beginning of time, people have expressed love/hate relationships to work. Only recently has the problem achieved sufficient prominence to be discussed by governmental commissions, books, articles, and the like. We hear about multiple careers in an individual's life. We hear about the need for work to fulfill the whole individual. However, what we hear has lacked the theoretical formulation which would make it possible to evolve a predictable system. And, lacking such, what we hear sounds like slogans and propaganda.

What I would like to suggest now is a design of training for work which is predicated on the processes of conflict and conflict-resolution. Again, the model proposed is a general model for inducting youth into adulthood in an industrial society. My thesis is that, in work, individuals function relatively well as long as they have conflicts that need resolution. Simply stated, work should be either too hard physically, too demanding cognitively or emotionally. The moment

individuals make an "adjustment" to their work and/or "like" it, it really means that the conflicts at work with which they are faced are of limited import and, therefore conflicts will be expressed elsewhere. Again, if conflict and conflict-resolution are the mechanisms of development, and development and change are ever present, then to suggest that one "adjust" or "fit" work suggests that the arena of growth and development has shifted. The ultimate purpose of society is to keep each and every one of its members functioning at a high level of continual conflict of varied nature of intensity and duration in the three categories, so as to insure maximal growth and development.

In preparation for work, it seems particularly desirable to create challenging physical, emotional and cognitive problems for adolescents, and to escalate the challenges differentially as the adolescents demonstrate their abilities to handle and resolve problems.

For society to be able to present its youth and adults with continued challenges at work, it is necessary for us to develop a taxonomy that identifies each job with levels of proficiency/difficulty in each of the domains: physical, emotional, and cognitive.

For example the Labor Department published a study that suggested that close to 80% of jobs performed within manufacturing firms require no more than 6th grade cognitive skills. Yet employers frequently ask for high school diplomas. We have a reasonable idea what are the physical requirements of most jobs, but we do have only elementary information about the emotional aspects of jobs.

Let me illustrate the rudiments of task analysis with an analysis of teaching. The physical skills associated with teaching are those of the intact sensory-motor system. If a teacher can speak and hear his students and can write on paper and on a blackboard while present in the classroom, he can perform most of the physical activities associated with the teaching job. The cognitive skills required are those of the inventory of information which should be transmitted to the students. What are the affective skills required of a teacher? Patience, compassion, sterness, discipline, humor. Whatever the emotional requirements implied by a philosophy of education, this area is evidently a troublesome one because the majority of teachers who leave the teaching profession do so because of their inability to withstand the emotional drainage associated with teaching.

Let us continue now by relating teaching to a social matrix. Teachers, we are told, are society's socializing agents. They are responsible for insuring that their students will preserve and protect the existing social structures and social order. In other words, teachers should not be activists and revolutionaries.

The concern here is with the conflict and conflict-resolution rather than with a particular element. For teachers not to be activists is in conflict with their obligations to their students. For them to be activists is in conflict with other social agents. How do we resolve these conflicts? Simply enough, we do not. What we should do is recognize their presence, share it with the students, their parents, and

other social agents, and focus our attention on the identification of common processes that bring us all together as partners. So we have identified these two conflicts, and it would be well for us to work on conflict-resolution, which will elevate and escalate the levels of synthesis and subsequent conflicts.

From the preceding analysis, one point should be clear. A "handicapped" individual is so by social definition, and the definition is a reflection of social conventions designed to promote some particular form of social synthesis. For example: Try to think of pictures you have seen from various German and Japanese concentration and prisoner of war camps. The people in these pictures were normal by our definition, but were "handicapped" by the definition of their dominant social order.

Another example of the social relativism of the definition of handicapping conditions is the tendency of Russians to lock up politically deviant persons in psychiatric institutions. Another example is the confused tendency in western countries to define alcoholism and drug abuse as criminal behaviors and as handicapping conditions.

You recall that our model of man emphasizes the interdependent relations among biophysical, cognitive and affective components. Acceptance of this interdependence strongly suggests that being handicapped in one domain - biophysical, for example, is likely to affect the functioning of all other domains, so that the physically handicapped person is also emotionally and cognitively impaired, the mentally retarded person is also emotionally and physically handicapped, and so on.

We all can think about many examples in which this is so. We also can think of examples to the contrary--the mentally retarded person, for example, who is happy and free of emotional or physical problems. I will mantain that such is most unlikely to be the case. My position is very simple. We all are subject to being defined as "handicapped" at some given moment. In other words, saying that individual X or Y is handicapped does not communicate useful information about their abilities to perform tasks and function within conflicts.

I hope that this expanded introductory statement will facilitate the remainder of the paper, where some of the implications of theoretical model to on-the-job training programs will be discussed.

Presently, there are two basic kinds of on-the-job training programs: (1) Income distribution program, and (2) occupational "fitting" programs. A good example of the first one which you are all familiar with, is the Labor Department's year 'round Youth Employment Program. Handicapped and poor students can work for 15 hours per week during the school days and can earn $2.30 per hour. The students, hopefully, perform useful duties. Frequently, the work they perform presents them with little or no challenge or conflict. As a matter of fact, if they perform a task well, they are likely to continue to perform that task for a long period of time. The program serves an important function of supplementing income of poor families, while providing some handicapped individuals with opportunities to perform repetitive and non-challenging tasks.

The second type of on-the-job training is exemplified by the apprenticeship program where for a short or long period of time, students are exposed to work situations designed to assess the degree in which they fit a particular occupation. For example, if a student wants to become a nurse, he is given the opportunity to work a few hours per week in a hospital under a nurse's supervision. If a student wants to become a policeman, he is given the opportunity to spend some time with police officers. Both the hospitals and police forces are highly structured, hierarchical social organizations. They present individuals with many conflicts and challenges. The students are viewed as outsiders who are judged on their abilities to adapt.

The third kind of on-the-job training program is what I would like to suggest to you. It has been suggested by many that work contributes directly to the well or ill being of an individual. The summary chapter of the Work in American (1974) report states:

> "Because work is central to the lives of so many Americans, either the absence of work or employment in meaningless work is creating an increasingly intolerable situation. The human costs of this state of affairs are manifested in worker alienation, alchoholism, drug addiction and other symptoms of poor mental health. Moreover, much of our tax money is expended in an effort to compensate for problems with at least a part of their genesis in the world of work. A large part of the staggering national bill in areas of crime and delinquency, mental and physical health, manpower and welfare are generated in our national policies and attitude toward work. Likewise, industry is paying for a continued attachment to Tayloristic practices through low worker productivity and high rates of sabotage, absenteeism, and turnover. Unions are paying through the faltering loyalty of a young

> membership that is increasingly concerned about the occurrent disinterest of its leadership in problems of job satisfaction. Most important, there are high costs of lost opportunities to encourage citizen participation: the discontent of women, minorities, blue collar workers, youth, and older adults would be considerably less were these Americans to have an active role in the decisions in the work place that most directly affect their lives."

It is therefore possible to also look at work as a major contributor toward the health and well being of individuals. For if individuals are functioning well in their jobs and find them challenging and rewarding, these very individuals tend to be well integrated individuals. The on-the-job training program I suggest is the one where work provides a primary treatment modality for the arrest and/or restoration of disabling conditions.

I am suggesting that combining the healing potentialities of work with the full recognition of the positive value of conflict and conflict-resolution within a dialectic framework provides an important opportunity to treat handicapped adolescents.

In working with on-the-job training programs for the handicapped, I suggest the following processes:

1. Identify the "handicapped" student's areas of strength and weakness.

2. Identify the job's primary area(s) of conflict(s).

3. Make certain that the initial experiences of the individual will be success experiences; i.e., able to resolve conflicts and meet expected demands.

4. Increase demands, change areas of conflict while providing supportive mechanisms.

5 Recycle the process in a different area of conflict within the job situations.

Armed with some of these theoretical considerations and elaborations I began my work with adolescents diagnosed as mentally retarded. I worked out a hierarchy of jobs that were analyzed along the dimensions described to you before. I also worked out relationships with employers who were interested in an O-J-T program for handicapped adolescents, and who had enough jobs to make it possible for the participants to move along different task dimensions. It was a structured and authoritarian program. Most of the participants performed menial tasks of increasing levels of difficulty, and complexity.

The very tight supervision promoted most mentally retarded adolescents to perform at their perceived optimal capacities. I visited each individual on the job one week after he was placed and asked him about the kinds of difficulties he experienced--physical, cognitive and affective. If he did not have difficulties, I assumed that he was not performing at optimal capacity. If there was a complaint about a certain area of physical demands of the job, we began to work around that problem area. That is, we insisted on taking the adolescent after work and having a workout in the gym with him. While working together, we talked about all aspects of the job. Similarly, if the individual complained about relationships with co-workers, he was assigned

to a group-work program which used role-playing techniques designed to facilitate problem-intensification, focusing and resolution.

The O-J-T program was intensive and small. We got excellent results. The pupils' overall performance improved dramatically. They became model employees within three months. The gratification expressed by the adolescents, their employers and their teachers was considerable. At this point, we opted to create new challenges. The employers in the program raised objections: Why should X be moved from where he is, since he performs well, he is happy, and so on. Challenges were created, and again we were able to observe and document growth.

The project year came to an end and of the 35 adolescent boys who began the training with us, 32 were employed and were considered by their employers to be good workers. Two of my coworkers were to continue to work with a new group of mentally retarded adolescents, while my responsibilities were to develop a similar program for emotionally disturbed girls. Again, the theoretical model suggested that the greatest job demands should be made on the girls in the affective domain, and that the biophysical and cognitive domains be used as supportive mechanisms. Therefore, we were looking for a job that would place emotional demands on the emotionally disturbed girls.

We negotiated an arrangement under which a group of 22 adolescent girls who were residents of an institution for emotionally disturbed and mentally ill would go to Newcomers camp daily to assist the

the aged, sick, and the young children, under supervision. Each adolescent girl was assigned to an immigrant family most of whom had many young children, and handicapped older adults.

You can imagine the problems we encountered if you think of hard-to-place, multi-problem, non-English speaking, Vietnamese families in one of the camps. The greatest difficulty was the absence of a common language.

At the beginning, the girls' attempts at being helpful were misinterpreted. Time after work was spent in intensive briefing and in designing new problem-solving approaches for the following day. In the sessions we tried to evolve a structured, analytical system and this was taxing to everyone's cognitive functions. We also instituted mandatory physical and gym activities.

From the beginning of the on-the-job training program, it was apparent that we were ill-prepared for the task at hand. Staff and patients alike recognized their need to depend on one another and learn from one another. Within three weeks, we had evolved a structured day program for 30 toddlers in which we taught language arts, arts and crafts, physical exercises. We also were relatively successful in structuring a program for the blind and infirm to be active in a safe and congenial environment. Between the 30 toddlers and the 35-50 handicapped adults, the 22 girls were busy. Considering the daily pressures under which the adolescents functioned, their own emotional problems subsided significantly. The reported improved appetites and a decrease

in psychosomatic complaints. They had little difficulty in falling asleep and nightmares disappeared. Interpersonal relationships expanded and improved. It was common to observe two or more girls working together on resolving a problem, sharing experiences, and seeking mutual support.

Of the 22 who participated in this on-the-job training experience, all were discharged from the institutions shortly after completing the 4 1/2 months work program with the new immigrants. One, five, ten and 15 year follow-ups and reunions found that all participants were functioning in society the same as other normal persons.

The dialectics of the operation are apparent. We applied maximum pressure to the problem area--affective domain--and maximum support to the other areas--physical and cognitive domains. We restructured the relationships among staff, patients, and the world of work within which we were all functioning.

This example suggests ways in which the theoretical formulation can assist in developing a coherent system of on-the-job training experiences for handicapped youth and adults. I wish to point out that the system has some serious limitations, at least from my own experience. The staff of the programs described was dedicated to the programs. They were with the program 24 hours a day, seven days per week, and were sensitive to, the theoretical formulation addition to their clinical skills. I found that there were severe size limitations. When we attempted a large scale program, we had difficulty in controlling populations and events, and in achieving the desired outcomes.

I have tried to adapt this experience to other situations, for example, to adult offenders in rural areas and to physically disabled youth and normal students in public schools. I wish to describe briefly the experience with the public schools in Milwaukee.

We were working with a group of 14 and 15 year olds whose mothers were on Aid to Families with Dependent Children (AFDC) and who were involved with the WIN Program. The adolescents attended school half-days and spent the second half of the day, along with their volunteer teachers, working for a major employer in town. Twice a week after work, the youths participated in Junior Achievement Club activities; twice a week we met in small groups for debriefing and problem-solving sessions. For six hours on Saturdays, we were involved in organized physical education activities which emphasized individual activities. We created a responsive environment to the different needs of our students. As the novelty effect disappeared, we also identified problems which were reported to the teachers during the school portion of the day. It appeared that classroom activities within the confinement of the curriculum did not challenge the students' physical, cognitive or affective domains. The classroom activities seemed to both volunteers and teachers (and not all teachers volunteered) and students, to be irrelevant.

The dilemma which we wanted to avoid most, confrontation between the project and the school, was forced upon us. We failed to resolve the dilemma, both labor/teachers and management/administration; accused us of wrongdoing. We were accused of violating the rights of teachers as defined by the collective bargaining agreements. We were accused of

undermining the principle mission of public schools, to educate its students. We were accused of poisoning the minds of the young by introducing them to strange ideas, by encouraging them to challenge conceptually existing order and social definitions. We also had a falling out with some of the youngsters' mothers. The youth were working and earning money. Generally, the youths' earnings did not go into the family's coffers, but rather, into the youths' pockets. Yet the earnings were applied against the AFDC grants and created serious difficulties for the families. We spoke to mothers who asked us to either discontinue the youths in the program or work out a different payment arrangement which would not jeopardize their AFDC status. The project was discontinued by the Superintendent of Schools. I provide this illustration to point out that difficulties are inherent in the implementation of an innovative program without adequate control of the situation.

In the development of on-the-job training programs for handicapped youth, I advise being careful in the selection of populations and work conditions. In order to use the world of work creatively, so that youth can benefit from it significantly, it is necessary, I believe, to create a challenging and changing set of demands. It is important to facilitate dialectic changes and their impact on the life of the youth, rather than promote a false notion of stability.

In conclusion, I would like to make a modest confession. To work in any of the projects described is exhilarating and exhausting. On many occasions, nevertheless, it is appealing to think of a stable order where

little changes. This is also the time, in my experience, to think about the glory of the energetic and idealistic young people who are following behind. After all, we contributed to the development of a new synthesis, which in turn will create its own conflicts and their resolutions. The dialectical process, its theoretical formulation and their implications transcend the life of individuals. I have much hope that in years to come, more people will be interested in mobilizing conflicts and their resolutions toward revitalizing society and its institutions, including work.

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